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Pupil Personnel Services Workshop: Developing A Team Approach to Pupil Services.
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The Pupil Personnel Services Workshop was an effort on the part of many people in Florida to explore ways of working together and strengthening lines of communication for better coordination and continuity in pupil personnel services. A further effort was to coordinate the guidance and instructional function of the schools in providing an optimum condition for personal growth and development of the individual. The speeches given are printed in their entirety and include Dr. Donald Ferguson speaking on "Patterns of Excellence in Pupil Services," Dr. Charles M. DeWitt on "The Team Program As Operated In Baltimore County Public Schools," and Dr. Harry Smallenburg on "Developing and Evaluating Pupil Personnel Services." Discussions following presentations are also given. The report closes with summary statements on "Developing a Team Approach to Pupil Services" presented by each of the 16 participating counties. Goals, objectives and means of implementation are given. (Author/KJ)

ED0 32579

Conference Programs

PUPIL PERSONNEL SERVICES WORKSHOP

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

CG 004451

SPONSORED BY
NELLAS COUNTY BOARD OF PUBLIC INSTRUCTION
and
FLORIDA STATE DEPARTMENT OF EDUCATION

PUPIL PERSONNEL SERVICES WORKSHOP

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

SPONSORED BY

PINELLAS COUNTY BOARD OF PUBLIC INSTRUCTION

and

FLORIDA STATE DEPARTMENT OF EDUCATION

Participating Counties

- Alachua
- Brevard
- Broward
- Dade
- Duval
- Escambia
- Highlands
- Hillsborough
- Orange
- Palm Beach
- Pinellas
- Polk
- Putnam
- Sarasota
- Seminole
- Volusia

FOREWARD

School Systems in Florida are just beginning to develop the organizational structure of a pupil personnel services division to meet needs of Florida's children. The specialists comprising pupil personnel services have in too many instances heretofore worked independently due to the organizational structure. Moreover, their effectiveness is less than it could be because of role confusion. Uncertainty about the theoretical position and practices of these disciplines is a natural product of past training and work experience. As these specialists are coordinated into a team the logical next step is to provide insight into ways that social workers, guidance counselors and psychologists can integrate their efforts to positively influence the mental health of children. Moreover, it is imperative to develop perceptions within administrators as to the optimal use of the pupil personnel team serving his school.

This workshop has been an effort on the part of many people in Florida to begin to explore ways of working together and to strengthen lines of communication for coordination and continuity in pupil personnel services. It has been a further effort to coordinate the guidance and instructional function of the schools in providing an optimum condition for personal growth and development of the individual. The workshop was made possible through funds supplied by Title V of the National Defense Education Act. The proceedings of this workshop are being sent to all counties in Florida with the hope that our initial efforts can stimulate further development in providing services to boys and girls. It is my sincere hope that it will be of value to all professional educators in this state in helping to bring about needed improvements in education.

Fred W. Hoffman
Assistant Superintendent
For Pupil Services
Clearwater. Florida

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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WORKSHOP SCHEDULE

Wednesday June 26, 1968	Welcome	Dr. Thomas B. Southard, Superintendent Pinellas County School Board Clearwater, Florida
	Speaker	Dr. Donald G. Ferguson, Project Director Interprofessional Research Committee on Pupil Personnel Services University of Maryland College Park, Maryland
	Speaker	Dr. Charles DeWitt Director of Pupil Services Towson, Maryland
	Dialogue & Discussion	Dr. Ferguson Dr. DeWitt
	Discussion Summary	Dr. Ferguson - Dr. DeWitt Mr. Emanuel Stewart, Principal Gibbs High School St Petersburg, Florida
Thursday June 27, 1968	Speaker	Mr. Jerry Kelley School of Social Work University of Washington Seattle, Washington
	Discussion Summary	Mr. Kelley Mrs. Faye Wilson, Principal Dunedin Elementary School Dunedin, Florida
Friday June 28, 1968	Speaker	Dr. Harry Smallenburg Division of Research & Pupil Personnel Los Angeles County Los Angeles, California
	Speaker	Dr. Bruce Shear Director of Pupil Personnel Services New York State Department of Education Albany, New York
	Dialogue & Discussion	Dr. Smallenburg, Dr. Shear Mr. Kelley
Saturday June 29, 1968	Summary Discussion	Dr. Smallenburg - Dr. Shear Mrs. Wilson - Mr. Stewart

PUPIL PERSONNEL WORKSHOP WELCOME
DR. THOMAS B. SOUTHARD

It is my privilege to be able to welcome you to this "team approach" workshop and, if you are not a local resident, to Pinellas County.

The caliber of the audience this morning is apparent in two respects: the first is that you are all rarin' to go at an hour as early as this. Secondly, there is evidence of unusual status in your program. Most groups break for coffee, morning and afternoon. You, I notice have scheduled afternoon tea. I will have to conduct myself most circumspectly

You are here to discuss the team approach to pupil services. A team, you know, can be many things. One of my favorite examples - with no pertinence here today, I'm sure - involves an old fellow I knew a few years ago before coming to Florida. At that time, I lived somewhat rurally in South Carolina, an aggressive enough state but one where tradition dies hard. Mules are still not a rarity in certain parts.

For some time I noticed the elderly gentleman I mentioned at work in his tobacco patch. He had a single mule pulling his equipment and he urged this somewhat tired animal along with shouts of, "Giddap, Henry. Giddap, Jack. Hurry-on, you Cromwell. Giddap Casey!" Finally, I had to ask him why he called his mule by all those names.

"Oh," he said, "his real name, that's Henry. He just don't know his own strength so I put blinders on him and yell out those other names. That way, he thinks he's gettin' lots of help and does three times the work."

I would suggest that you give wide berth to anyone holding a set of blinders at this workshop.

There is a basic philosophy to teamwork. John F Wharton whose name is closely associated with business success simplified it by saying: "If one man is an expert fisherman and another is an expert boatman, the two will catch more than twice as many fish as either of them working alone."

I doubt that this applies better anywhere than it does to work in the pupil personnel services. You do not need me to tell you of the importance of your work and plans but let me say that, to me, the pupil personnel services have always been an integral part of an ideal axiomatic to education: that the student should attain the highest academic and vocational rung of which he is capable. Another ambition close to education's heart is the treatment of each student as an individual.

In both these instances the pupil personnel services prevail. Until the classroom teacher can preside on a one-to-one ratio, true individualism is not a likely prospect. You deal with the student only as an individual. If he is to attain all that he is capable of, not only must his capabilities be determined beyond any doubt but personality factors to his advantage or detriment must be pinpointed so that the curriculum can be tailor-made to make accomplishment a reality.

The team approach to pupil personnel services can indeed catch a great many more fish than could a psychologist, a testing specialist, a reading clinician or a caseworker working alone. This is hardly news to anyone here for most of you have been cooperating more or less extensively with members of your service group. I think you will admit, though, that there are gaps which need bridging and procedures to be set up so that the full weight of your various abilities can be brought to bear in the most organized way possible.

This is easier said than done. To date, it has been largely a matter of "You tend to your truancy cases and I'll look after my Rorschachs." There has been a division of duty and an equal division of authority. As the team emerges, these lines of dilineation will become less clear; areas will overlap And there goes the old ego. One of the surest ways I know to make either lifelong friends or mortal enemies of a pair of teachers is to make them a team.

One of the big bug-a-boos in creating teams lies in the suspected loss of specialization. Take, for instance, a team concentrating on 19th Century England. "I'm no longer a history teacher," one might say. "I *used* to teach geography," another would complain. "And I thought I was a teacher of literature," a third might throw in. What they are looking at is the broad concept: 19th Century England. What they are forgetting is that the team approach calls for more specialization than ever, a higher degree of understanding not only of the specialty but of the overall picture.

A team is made up of individuals. But a good team produces far more than the combined effects of those individuals. They catch more fish.

But I am here to welcome you. I'm sorry if I let my enthusiasm for your project run away with me for a few moments. It's just that I am very much of a "team man" and can honestly see a new and wonderful era in the team approach to pupil services. There are many of us who are looking forward eagerly to the results of this workshop. I expect great things to happen — and I am sure they will.

Once again, then, welcome. If there is anything that I or any member of the Pinellas County staff can do to make your stay either more pleasant or more profitable, all you have to do is ask.

PATTERNS OF EXCELLENCE IN PUPIL SERVICES

Dr. Donald G. Ferguson

I. I.R.C.O.P.P.S.

My presentation this morning concerning exemplary practices in Pupil Personnel Services should be preceeded by a discussion of I.R.C.O.R.P.S. and the P.E.P.S. study.

The Interprofessional Research Commission on Pupil Personnel Services is a congress of eighteen national organizations representing education and the several disciplines which constitute pupil personnel services:

Education	American Association of School Administrators National Association of Secondary School Principals Department of Elementary School Principals National Education Association Association for Supervision of Curriculum Development Council for Exceptional Children
Medicine	American Medical Association, American Psychiatric Association American Academy of Pediatrics, American Nursing Association American School Health Association, American Dental Association
Psychology	American Psychological Association
Guidance & Counseling	American Personnel and Guidance Association
Social Work	National Association of Social Workers
Attendance	International Association of Pupil Personnel Workers
Pupil Services Admin.	National Association of Pupil Personnel Administrators
National Catholic Education Association	

I.R.C.O.P.P.S. was initiated primarily at the inspiration of leaders within the pupil services field from the U.S. Office of Education and the National Institute of Mental Health. Their concern was to stimulate research in the field of pupil services, and to bring about greater understanding among the several disciplines which constitute the field.

The U.S. Office of Education was primarily interested in developing greater coordination in the field. They were concerned that some organization be developed to speak for the entire field, recognizing that U.S.O.E. did not, that NEA did not, and that no existing professional organization encompassed the broad range of services.

The National Institute of Mental Health had an interest in such a commission, growing largely out of dissatisfactions with present mental health efforts, and with models being employed in the field. They hoped to experiment on some of the generalizations and findings which grew out of the Joint Committee on Mental Illness and Health: 1) to have an impact on mental health requires working in the schools, 2) attention in the mental health field should be directed toward significant adults who have the greatest impact on children, 3) group work in mental health efforts allows a greater opportunity to have a long range effect on a larger number of people than does the typical and traditional relationship alone.

I.R.C.O.P.P.S. for six years has been operating a central office and four project offices. The central office, located at the University of Maryland, is primarily an administrative and coordinating body, but also has a research emphasis. The Maryland project has been doing research to determine the efficacy of the child development consultant. The Texas project has attempted to raise the question of whether a non-school based mental health consultant can have a positive effect on a school through providing consultation rather than direct services. The California study has dealt with the value of group counseling with adults.

Central office research has included a variety of studies: 1) an analysis of the career patterns of directors of pupil services, 2) an analysis of the similarities and differences between counselors who remain counselors and those who leave the field, financing pupil services throughout the nation and 3) patterns of excellence in pupil services.

II. Patterns of Excellence in Pupil Services

There were several objectives underlying this study. Since most pupil services programs are either just getting started or are in their early stages of development with changes occurring rapidly, it was felt that I.R.C.O.P.P.S. could make a contribution to the field by investigating current practices which seem to hold promise. Furthermore, the field in general is virtually without literature. True, each of the several disciplines has contributed many volumes and a wealth of journal material, but in each instance directed primarily at its own audience of counselors, or psychologists, or social workers, etc. Little appears in the literature by way of a unifying influence on the total pupil services operation.

The P.E.P.S. study was conducted in three phases:

Phase I: Nomination — where are the districts of excellence? A letter was sent to approximately 1,000 carefully selected educational leaders, asking them to identify school pupil services programs which in their judgment were outstanding.

The letters were sent to:

practioners in each discipline
trainers in each discipline
state department representatives in each discipline
professional organizations representing each discipline
administrators, top, middle, building level,
    and pupil services
research specialists

700 nominators responded to this request, and named 606 districts of which 66 were named seven or more times, and 40, ten or more times.

On the basis of frequency of nomination, size of the district, geography, and several variables related to socio-economic status, and urban, suburban, rural qualities, 20 were selected for intensive site visitation. Those were:

Lexington, Mass.
Newton, Mass.
Hartford, Conn.
Port Chester, New York
Jamestown, New York
Rochester, New York
Baltimore County, Maryland
Charlotte-Mecklenberg, N.C.
Atlanta, Georgia
Pinellas County, Fla.
Cincinnati, Ohio
Madison, Wisc.
St. Louis Park, Minn.
Cedar Rapids, Iowa
Sandy-Jordan, Utah
Denver, Colo.
Pheonix, Ariz.
Long Beach, Calif.
Palo Alto, Calif.
Tacoma, Wash.

Phase II: Site Visitation — Teams of three to five experts spent from three to five days in each of the districts. The average number of man-days was fifteen.

Most of the visitation time was spent interviewing producers and consumers of services. Producers (i.e. counselors, psychologists, social workers, medical specialists, etc.) were asked: What are you doing that is worthwhile? In your judgment why was your district picked as having excellent pupil services? Consumers (i.e., teachers, pupils, parents, administrators, and community agencies) were asked: What is being done for you by pupil services specialists that is worthwhile? What do you consider the best of what you're getting? What in your judgment were the reasons your district was nominated as one of excellence in pupil services?

Phase III: Analysis and Write Up. The IRCOPPS staff is currently in the process of analyzing approximately 800 hours of taped interviews. It is hoped that by fall, 1968, the first general publication will be available to the field.

EXCELLENCE IN PUPIL SERVICES

A report with recommendation to lay and professional educational leaders.

Foreward: Background of the study
Chapter 1: The Present Scene in American Schools — A Call for Help
Chapter 2: Consumers of Pupil Services Speak Out — Parents, Students, Teachers, Administrators
Chapter 3: Response to Community Needs — Mental Health, Man Power, Human Relations, Crime
Chapter 4: Pupil Services Workers Speak Out — The Best of Today's Efforts and Hopes for the Future

Chapter 5: Recommendations for planning and Developing Excellence in Pupil Services

A second publication will appear in fact before the major document will be available, in July 1968. It will be *Pupil Services Department — Function, Organization, Staffing*, and will be written in cooperation with Administrative Leadership Services, 1507 M Street, N.W., Washington, D.C.

III. Promising Practices, Trends, and Issues in Pupil Services

This phase of the speech will be a discussion of some of the impressions and findings which grew out of the PEPS Study. During it, I will attempt to clarify some of the qualities which we saw as strengths and as trends in the twenty districts visited. The areas considered will be:

1. Organization and Management
2. Teaming Services
3. Responsiveness to Pupils, Teachers, and Community
4. Decentralizing Services
5. Staffing
6. Relation of Special Education to Pupil Services

1. Organization and Management

Leadership as shown by assistant superintendents, directors, or coordinators of programs was seen as a critical variable underlying excellence in the districts visited. There was only one program which did not have a single head providing leadership, and that was Denver. The other nineteen had: assistant superintendents (7) directors (9), and coordinators (3).

The head gives leadership both to staff and to program development. Having someone at the head of pupil services on the superintendent's cabinet and also at the policy level of the school district seemed very important. In one sense, it seems that the status of the leader and the departments are inseparable. Staff moral seemed to be high when there was strong leadership. Programs and services offered were seen to be more clearly understood by both producers and consumers.

No district was seen to demonstrate excellence in all areas of programming. There was considerable unevenness with peaks and valleys. The contrasts from district to district were vast. For example, Newton, Massachusetts and Long Beach, California both had excellent programs. In one, a major factor underlying the quality was the superbly organized system (Long Beach) where we appeared to be observing a smoothly operating, well oiled corporate machine. In contrast, Newton seemed to operate, to quote Dr. Landy "more like a college than a school system." There seemed to be little by way of a system to which staff could attach themselves; rather, the superbness of the program seemed to be built on the ingenuity and genius of people. A person fitting into such a program certainly could not depend on the system to carry him. He had to be innovative, flexible, and able to depend on his own competence and skill.

There was considerable variation in the services shown in elementary schools. For example, some distircts had well organized and long standing elementary counseling programs with counselors in almost every building (Baltimore County, Maryland and Long Beach, California). Others had experimental programs with a counseling consultant in each building, or one for every two buildings. These were rather recently developed programs, and experimental in nature (Lexington, Massachusetts and Palo Alto, California.) In the majority of the schools, guidance in the elementary school was not highly developed and the services were built around school psychologists or social workers who served on an itinerant basis. In the majority of these, in addition, there were in-building workers in the Title I saturation or primary target schools. The observation one might make, then, was that elementary guidance by and large is still in its experimental stages, but that there is a clear trend which appears irreversible. My judgment would be that even if federal funds were substantially curtailed, the services have shown their value and would be continued although the rate of development would be substantially slower.

Our observations lead to the conclusion that any district can be good. The variables which constitute excellence are many and any district which developed a commitment to a strong program could achieve a high degree of success in a relatively short period of time. Money, although important, was not a critical factor. Leadership, as mentioned earlier, was.

The clarification of goals and purposes was seen as an area receiving a fair amount of attention, but one which deserves much more. Where pupil services fit into the total school operation is not always clear. It is incumbent upon leadership and upon those who work within pupil services to make this clear. Some interesting attempts are being made in the various districts visited to devise some theoretical rationale on the basis of which to build services (Palo Alto, Lexington, Baltimore County, Cincinnati, etc.). Our field generally, to date, has grown like Topsy without any substantial theoretical base. Experiments being conducted in the districts just mentioned will help with this shortcoming. Lexingon, for example, is trying to build its program on a prevention model, Palo Alto, on a social learning theory model. Cincinnati is emphasizing the need to help youngsters in career development, principally in the inner city schools.

In-school people and the community which we serve often are not clear where pupil services fit in This is not unreasonable, but it is a challenge. We are quite new in the educational scene and not too many of our specialists have long tenure on the job. Other phases of the school program have much deeper traditions and are better understood. Also, since we come from a variety of disciplines, not necessarily native to the educational institution, confusion is possible in attempting to understand our contribution. Again, the challenge and the burden are for us to clarify pupil services. We need to make crystal clear to people what kinds of services we can provide with the backgrounds which we bring to the school, and why these services are necessary in the educational enterprise. We are subject to the psychological phenomenom that people not understanding something tend to be suspicious of it. When we are better understood and people are more familiar with what we can bring to the situation, acceptance will increase. We saw substantial evidence of this in the many places where pupil services existed in large enough staff numbers to have an impact. Our consumers (teachers, pupils, parents, etc.) were very complimentary and wanted more. The fact is, in the majority of the districts visited in this study, the services were highly regarded and the call for more was consistent.

2. Teaming Services

Pupil services have been described as a team effort. Most people visited confirmed this perception, yet few instances of well coordinated teams were in evidence. There were a few notable exceptions where the teaming of services, particularly in the elementary school, was the model on the basis of which the program operated (Baltimore County, St. Louis Park, Port Chester). Although teaming could be described in a variety of ways, generally it meant that the various specialists who served a building appeared at that building on a regularly scheduled basis at the same time and met with the principal, involved teachers, etc. to deal with problems which had been referred. Usually the principal or an assistant or a designated pupil services specialist was the team leader. Some of the advantages of teaming services which were noted are as cited below:

A. It reduces the danger of overlap among the several specialists. It is not uncommon in some districts to find several specialists serving the same child, or several members of the same family. A consequence can be several different people trying to work with the parents, or at least visiting the home, leading only to the confusion on the part of the parent. Where teaming occurs, the staff is coordinated and such an unfortunate situation is not apt to happen.

B. Concentrating a variety of specialists on a given problem has value. The psychologist and social worker, working together perhaps with the elementary counselor and the classroom teacher, provide a variety of insights that are usually unique and specialized. Operating this way cuts down the time required for referral from one specialist to another since the referral is immediate and considered in the group.

C. Inservice training values of teaming were often mentioned. Having a teacher participate in a team which considers a youngster from her class teaches her many things. First, she gets help with regard to the child, who is giving her difficulty. She develops a better understanding of him through discussions with the psychologist, the social worker, the counselor, etc. Secondly, such learnings generalize, and a teacher has an opportunity to learn about child behavior and the causes and treatment of learning disability. Third, a teacher by virtue of operating with a team, learns how pupil services are of value, and how they might be used. The best way to have a person understand pupil services is to have them participate on the team. Also cited frequently was the inservice and staff development value to the pupil services specialists themselves. Frequently psychologists, for example, don't get pre-service training with regard to the teaming of services and how their specialty might operate most effectively at the building level. If, during their first year or an internship year, they have an opportunity to participate in a team, they learn first hand.

D. Teaming provides for coordinated child study. Through the team the processes of intake, analysis, treatment, and follow-up are all sequenced and coordinated within a single operation. This means that the team is used as the primary referral procedure. A child who is seen as having a difficulty is presented by a teacher to the team. This is the intake phase where information is collected on the basis of which the nature of the problem and of the request for help are clarified. Following intake, the analysis or diagnostic phase is engineered again through the team. The various specialists have an opportunity to note what kind of an analysis they feel is important, and what possible causal factors they believe should be investigated. In many instances, some of the diagnosis can be made on the spot since records are available and some of the specialists will have had experience with this child. Those not made on the spot can be assigned again by the team. Following this, the treatment phase is carried out by the team. The various people who will be expected to carry our recommendations are called in to the team and participate in its deliberations. The teacher, for example, who referred the youngster, is going to be the primary agent of change in all probability. Having an opportunity to be in on the full discussion, she can suggest some things which she would like to try and have the benefit of the team in considering their values. Also, she is not placed in the awkward position, which all too often occurs, where the teacher eventually received a list of recommendations that in her judgment are inappropriate, or ones which cannot be adequately carried out in the classroom. Sometimes teachers derive a great deal of support when they learn that the kinds of recommendations to be made are the sort of thing that they believed were worth while to begin with. The final stage in this case study system is follow-up. This, too, can be done by the team. Here the concern is for clarifying whether the symptoms persist on the basis of which the referral was initially made. If they do, the team then re-cycles the case, going through intake analysis, etc. If the initial presenting symptoms have been relieved, the case can be closed, at least for the time being.

E. Teaming Cuts Down the Necessity for Elaborate Report Writing. One of the difficulties frequently experienced by pupil services specialists is the great amount of time which must go into writing elaborate reports. Although teaming doesn't negate report writing, it does reduce it. Its contribution to communication is lessened since a lot of face to face communication has occurred. The major need for report writing, when teaming occurs, is for purposes of the record.

F. Teaming reduces interprofessional rivalry and helps in the development of interdisciplinary functioning. It has been a common experience that when people work together and learn more about one another they develop in respect. This truly was the case where we saw teaming going on. Often one couldn't identify a person's discipline during teaming sessions. What a given specialist was able to do seemed to be more important than his title, or the credential he carried.

The typical roles of the various specialists seemed to be passed back and forth depending on what was the recognized competence and skill that a given individual possessed. Sometimes the psychologist operated like the social worker, and vice versa.

3. Responsiveness to Pupils, Teachers, and the Community

This was seen as a positive quality, yet it, too, is an area where much yet remains to be done. Schools generally speaking have not been responsive to the communities they serve, short of crises and heavy pressure. Pupil services should be responsive in anticipation of needs, not always as a result of pressure growing out of the needs. In the Los Angeles county area, building elementary guidance over a period of twenty-five years is a good example of what can happen when needs are anticipated. In Pinellas County, Florida and in Madison, Wisconsin efforts are being made to relate the schools more closely to the community's manpower and ecnomic needs, and at the same time its educational needs. Here attempts are being made to work with potential drop-outs. In some instances counselors pave the way for students to get into out-of-school educational programs in communitycolleges, Office of Economic Opportunity programs, and the like. The belief is that it is more important to protect a child's education than it is to make him stay in school.

There is a need for somebody on the pupil services team to be a "parent advocate." Many parents don't feel close to the school, and in fact, feel alienated. Often their youngsters have internalized the same suspicions and at times, hostilities which parents feel. This situation could bealleviatedin some measure if somebody in the school took leadership in helping the parents become better acquainted with what is going on and of the ways in which the school exists to help. An elementary counselor, for example, could provide this bridge. Many parents don't know how they have access to the school, and they are somewhat afraid of being the aggressor in developing communication. If the counselor would identify some such parents and make a point of getting them to school, helping them meet people, helping them learn how to ask their questions, and making them feel at home, a great deal would be done to break down some differences in perception that exist. I believe schools don't want to shut people out, but the way the institutions have operated, that has been the result. We have been closed institutions. Parents don't usually see us as open, warm, accepting and vitally concerned with their needs and welfare. Generally we have not listened to those we serve. We have not been a listening institution, rather, one which gave answers, and which operates from a clearly authoritarian stance. Interviewing groups of youngsters and groups of parents makes this fact very clear.

4 Decentralizing Services

The principle underlying this observation and recommendation is that it is desirable to get pupil services specialists close to those whom they serve, who need them, and where responsibilities for helping children are most directly placed. This generally means at the building level. Programming of pupil services in the past, particularly psychological and social work, has involved building staffs of specialists at the central office. The recommendation here is to move practitioners out of the central office into the field and attach them at the building level where possible. Of course, there continues to be a need to have some supervisory and organization personnel at the central office, but the line workers need to be out where they're most needed.

This is indeed a controversial issue. Some specialists feel that they get lost professionally if not housed with other members of the same discipline. The point is possibly a valid one, but central office housing is not the only way to provide liaison and communication among members of the discipline.

The building principals are the people most responsible for what goes on in their building, and the teachers in the classrooms are the ones who have the direct relationship with children. Pupil services specialists, in order to have the greatest impact, need to work closely with principals and teachers, and you can't do this if you're in the central office. You have to get out where they are. Learn to know them as people, and be considered important in the operation of the building. Some of our clients, critical of the way our services have operated in the past, have tended to identify them as "hit and run" and "educational post mortems." This is less apt to occur under decentralized operations.

Flexbility in staffing seems to be a trend. Rather than as in years past to think of a single specialist operating as a member of his discipline, one thinks of a variety of specialists of that discipline. Put another way, rather than employing a psychologist, it's more appropriate to think of employing staff to perform psychological services. This might mean employing people who have a variety of competency and skills and differences in training. For example, Lexington, Massachusetts has a superb elementary guidance program. To staff it they employ counselors, psychologists, or social workers, depending upon who is available, the specific needs of the position, and factors related to competencies of the individual as well as his personality, rather than the specific title or credential held.

A variety of new specialists are being developed and new titles are being used. The Lexington specialists are called counseling consultants. In Palo Alto the specialists are called guidance consultants but they're primarily trained as school psychologists. The term child development specialist or consultant is one which is appearing on the scene with increasing frequency.

The sub professional or para professional has a place in the elementary counseling program. Some districts are experimenting with personnel who have less training than required for the state credential. In some instances, these are volunteers. The social work field perhaps has experimented more with the para-professional than has any of the other pupil services specialties with the possible exception of medicine. Subprofessionals are used in many very interesting and helpful ways. A strong recommendation growing out of our study is that districts in building pupil services programs view the sub professional as an integral part of the team. A good secretary, for example, is a very important member of the pupil services team. Using indigenous workers, again often sub professionals, is very helpful, particularly in inner city programs.

A higher degree of cooperation than exists between universities training specialists and local districts is needed. The concept of flexibility in staffing requires cooperation since many efforts will be experimental and require universities and local schools to work together in pre-service and in-service training efforts. Again, the effort in a large measure would be one directed at preparing somebody to do a job that needs to be done, rather than to meet the requirement for a given credential. All training programs should incorporate internships or supervise field experience. It is in this area that a local district makes an outstanding contribution. Such arrangements also have considerable advantage for local districts because it helps in providing a supply of trained personnel. Many innovative programs were observed, for example, in social work in Hartford, Denver, and Atlanta, and in school psychology in Ohio.

Any district which wants good pupil services must put some time, energy, and money into staff development. This is universally true throughout education, and particularly relevant to the field of pupil services. The demands made upon pupil services staff to develop new skills and new ways of working with those whom they serve are rather overwhelming. These demands frequently call upon skills which are not developed in pre-service training, but which must be developed on the job. The field is changing so rapidly that much of what one is called upon to do today didn't exist yesterday. For example, the consultation role so frequently heard as a necessity in school psychology, social work, and elementary counseling.

5. Relationship of Special Education to Pupil Services

Eighteen of the twenty school districts visited had special education and pupil services operating in the same department. In most instances, these disciplines grew up together. Usually it was a pupil services person on hand in the local district that identified the need for special education programs and worked to bring about class arrangements. Furthermore, pupil services specialists by nature of their services they provide, look out for the youngster with a learning disability.

The newer thought in programming is that there should be a separation and that special education should be incorporated in the instruction division rather than in the pupil services division of the school. My predilection would favor this kind of arrangement under certain circumstances. That is, when instruction evidences a readiness to provide for these youngsters on an equal opportunity basis then programs should be managed there. The typical instructional program today, however, appears not to be ready to fully accept these children and to provide for them as their unique needs demand. The typical instruction division is so overwhelmed by its attempt to keep pace in providing programs for children who do not have disabilities and who are not exceptional that this child runs the risk of getting lost. Some notable exceptions exist in Baltimore County, for example, where a Ph.D. heads up the division of special education, and has an adequate supervisory staff. The program there is just as strong as if it were organized under pupil services. Special education is basically an instructional concern, pupil services is not. Pupil sevices on the other hand has a basic concern for the troubled learner and in most school districts they will continue to be the primary agency concerned with providing programs for them.

THE TEAM PROGRAM AS OPERATED IN BALTIMORE COUNTY PUBLIC SCHOOLS

Dr. Charles M. DeWitt

I. Geography and Political Makeup of Baltimore County

Baltimore County comprises a total land area of 610 square miles and extends to the Pennsylvania state line on the north. It is largely suburban in character, however, it contains a number of industrial and rural communities. Baltimore County surrounds Baltimore City, and it should be pointed out that Baltimore City and Baltimore County each operates its own educational system.

II. Organization of the School System

The central offices of the Board of Education of Baltimore County are located in Towson, which is a suburban unincorporated town, or rather city, in the northern section of Baltimore County.

The school system is a single administrative and educational unit. This is not unusual in the east, however, it appears peculiar to people in other parts of the country who are familiar with the district system, with each district having its own school system. We are a school system of 142 schools and approximately 120,000 students, kindergarten through 12, and two community colleges.

We add approximately 5,000 students to our school system each year. This rapid growth in the county necessitates a rapidly expanding building program. We add two to five new school buildings each year, and some years have opened as many as eight to ten new buildings. This also means that we have 800 to 1,000 new positions to fill each school year.

III. Philosophy

The program of Pupil Services in Baltimore County stands in a service relationship to instruction. A helpful and reasonably accurate distinction is that our Pupil Services personnel are not engaged in instructional programs; this is sometimes a necessary distinction in order to make it clear that we are not responsible for special education programs, for example. Special Education is a completely separate division as is Pupil Services; however, special education programs, though classes are extremely small, it is still a teacher-pupil classroom situation.

Our primary purpose is to assist pupils individually and as groups, teachers and the administrative staff in improving learning situations. For the purpose of clarification, it is quite accurate to state generally that our programs and activity fall into three broad categories. One is comprehensive and concentrated service to individual children. Second, the maintenance of programs for all children, for example our health program and testing program are available to all children in the school system; and third, the program of help and consultation to teachers and staff.

It is appropriate here to make a brief and preliminary statement of what we believe. We believe these things about children.

1. All behavior is caused.
2. The causes of behavior are always multiple and complex — not simple or single.
3. The child is an indivisible unity — you can't take him apart and

deal with one aspect at a time.

4. Every child is different from every other child. Sometimes I think we only pay lip service to these principles which should be axiomatic with all of us.

It should be kept in mind that the key person as far as we are concerned in the school system is the classroom teacher. It is the classroom teacher who guides the development of each individual child to make him socially competent and a valuable and contributive member of society. You will probably hear me saying "teacher" as often as "pupil." This may appear surprising, however, it illustrates the focus of our program.

The day of the self-contained classroom with the teacher who was all things to all pupils is long gone. Perhaps the teacher was really never all things to all of her students, but she did a pretty good job of it and I lament the passing of the self-contained classroom; by this I really mean that I am not convinced that we have devised anything better than a small group of children assigned to a real good classroom teacher who is responsible for all aspects of the child's development. But then teachers could have used help, and it is imperative that in today's society that they have more help. If all children were Alvin Averages and Mary Medians, (explain) perhaps there would be no need for Pupil Personnel services, but as we know all children are far from being Alvins and Marys, and teachers need a great deal of help. They need this help particularly in view of the fact that there is a dearth of training in their educational background with not enough time spent on studies of human behavior, child growth and development and learning principles. We would not intend to make specialists — that is, psychologists, social workers and counselors of our teachers. Teachers need specialists in these fields, but they also need to have a better understanding of child behavior and behavioral modification.

At the present time it appears the best source and perhaps the only immediate source available in most systems is through the Office of Pupil Personnel. Probably we will never have a sufficient number of Pupil Personnel workers to do a complete job, hence we must focus on the teacher to make her more understanding of child behavior and better able to cope with the deviant kinds of behavior, and more adept in the development and maintenance of a good atmosphere of mental health in the classroom.

As an example of the kind of work we are doing towards this end, we provide an inservice program for Baltimore County teachers. These are semester length courses meeting weekly and are for credit. They are taught by our psychologists. We use local school facilities for these small group meetings keeping them close to the schools, and will dismiss teachers as soon as their classroom duties are done to attend these classes.

IV. Organizational Structure of Pupil Services

Prior to 1957, our program of Pupil Services amounted to several departments functioning relatively independently. As the school population grew, and as the services developed to meet the needs of the ever-expanding population, the need was recognized for someone to administer and coordinate the five Pupil Personnel programs that had been developed; thus, in 1957 the Board of Education created the position of Director of Pupil Services. Since that time the services have more and more come to function as a unit. In order to serve most effectively, and to utilize most effectively the abilities of all Pupil Personnel specialists, the team concept has been highly developed as a method of operation both on a school and staff level.

The regular Board of Education Pupil Services staff is supplemented by a school physician, two consulting psychiatrists; all available agencies and institutions.

Pupil Services Organization

A. Director - (1) Administrative background
(2) Reports to Assistant Superintendent in Administration and Instruction (important)

B. Not instruction - as indicated, our efforts are directed at improving the learning situation. *Not* Special Education

C. Have had -
    Home and Hospital Teaching
    Parent and Family Life
    Pupil Records
    Remedial Reading Clinics

D. Teaching background for Pupil Services personnel - yes, as we are teacher centered - in our approach

E. Factors
    Size - not directly related to quality; can have more extensive services
    Money
    Present level of development of Pupil Services
    Community Agencies
    How organized - a vice-principal for Pupil Services in large high schools

A. Guidance Services

All children and young people need help as they are growing up. Some require more help than others to develop in the best possible manner and to meet new or changing situations. A little help when a question arises or a problem begins to develop may save time and trouble later. This is important from the day the pupil enters school until he leaves school to take a job or enter a trade school or college.

Counseling Services - The counselor will work with the pupil if he needs help in adjusting to his school situation, if he is having a difficult time making friends, if his school marks seem unsatisfactory, if he needs help in gaining admission to college or trade school, if he is seeking a scholarship, or if he is choosing a career.

Counselors work with pupils to help them clarify goals, evaluate behavior, make plans for the achievement of goals, and put plans into operation. Counselors and parents work together to obtain a better understanding of a pupil's needs and a plan for meeting these needs. Counselors obtain help for pupils by referring them to other school services, persons, or agencies which can provide specialized assistance.

B. Health Services

Health Services form one of the three parts of the school health program. The other two are ***health education*** and provision for a ***safe and healthy school environment*** for pupils and school staff. Justification for health services in school is based on the premise that students need to know of their health assets and liabilities and their responsibilities for care of their health in order to achieve in school and to find success after completing their formal schooling.

I suspect we place a great deal of import on health. I am not speaking now of the matter of our formal curriculum in health; this is not up-to-date, is not receiving enough emphasis, and neeeds a complete overhauling. I am talking about the day-to-day physical and emotional status of school children. Our Pupil Services workers are cognizant of the importance of health to student behavior and achievement. This has resulted in a close working relationship between our people , which includes nurses, and physicians, and outside health agencies. We have taken to heart perhaps the saying that where there is a learning problem, there is a health problem.

To support our health program we have developed a system by which we procure written medical reports at the request of the school nurse or other school personnel. The request comes to me and goes to the school physician at the County Health Office. A request to the clinic, hospital or physician is made over the school physician's signature. The reports come back the same route. The copy is dropped off at the Health Office for their use and is back to my office for a copy which goes to Special Education and then the report is forwarded to the school nurse for use at the school and to be maintained in the child's health folder. We are currently doing a study of kinds of conditions which we are dealing with. Most clinics and hospitals have become so familiar with this procedure that they automatically send a report whenever the child is seen. The one purpose of this procedure of course is to provide us with an up-to-date account of the child's medical history.

Organization - In elementary schools, professional nurses are employed on a part-time basis by the Baltimore County Department of Health. In secondary schools, professional nurses are employed by the Board of Education on a full-time basis, receiving supervision from this department. Medical direction and consultation are provided by the Department of Health to all personnel involved with health services and to other staff members needing such consultation.

We are often asked how does it work with one group of nurses employed by the Health Department and the other serving as members of the Board of Education. Most desirable at least from a theoretical standpoint, I feel the responsibility should be placed in the hands of the professionals in health. In our county this would mean the responsibility for health services and nursing services provided by the Department of Health. From a practical standpoint, however, the dichotomic arrangement can work and does work; it depends upon the personnel involved who want to make it work.

C. Psychological Services

The need for professionally trained psychologists competent to deal with the growing number of adjustment problems among children was recognized by the Baltimore County Board of Education in 1950. In September of that year the first clinical psychologist was appointed to work with Baltimore County school children. Since then, the number of psychologists serving Baltimore County school children has increased to include 18 psychologists and one supervisor, located in five area offices. Further growth has been evidenced by the addition of psychiatric consultants to the staff. In recent years two full-time psychiatrists and part-time psychiatric social workers have been supplied to Pupil Personnel Services through the County Public Health Department.

It is my understanding that there is a nationwide trend now to use psychologists in a different role than in the past. This certainly is true of Baltimore County. The day is long gone when the psychologist was a person who during the school day wheeled into the school office with a WISC kit in his hand and, wearing heavy dark glasses, and being ushered into a cloistered room. Here a student or two was taken into this inner sanctum. What happened then we are not sure. We only know that sometime later we received a written report from the psychologist. Our psychologists still test children, but most of their time is spent attending team conferences, working with children, parents, and in consultation with school personnel. In instances where children have received a full psychological workup, we require that there be a post testing conference *(*describe*)*.

This matter will be mentioned in greater detail later, but our testing each year seems to be brought closer and closer to the early school lives of the child and we are having fewer requests for testing in junior and senior high schools. Hopefully this is the result of our efforts toward the prevention and early identification.

D. The Testing Office

An effective program of education must meet the needs of all the children in the school, with their varied patterns of abilities, achievements, and interests. Our test program is designed to help in understanding these differences among the children providing a sound basis for the differentiation of learning procedures.

Our test program also aids in evaulating the effectiveness of the instructional program. It is flexible in that it reflects the changes in the instructional program and it keeps pace with the ever increasing mass of psychometric theory and the improved test materials constantly being produced.

The Testing Office:

1. supervises the administering of the county-wide test program. Within each school there is a Test Administrator who is responsible for coordinating the program in his school.
2. provides leadership in the selection and scheduling of tests.
3. provides scoring service. Each year more than a quarter million tests are scored. (Detail - testing office orders and receives tests.

Sends to schools; back to the testing office for scoring, results back to the school.)

4. provides technical assistance to teachers in constructing their own tests. Achievement tests in foreign language have been placed on the national market.
5. supervises the keeping of a permanent cumulative record of test results for each student.
6. encourages the use of test results by the professional staff - administrators, teachers, and counselors - and guides them in interpretation.

E. Visiting Teacher Services

The visiting teacher works closely with the parents or guardians of those pupils who need special understanding and help in order to derive the most benefit from the school program. The visiting teacher meets pupils whose needs may be expressed in terms of behavorial difficulties, scholastic failure, physical difficulties, emotional stresses, socio-economc problems, or irregular attendance. He uses all available resources to locate the cause of the problem and to bring about a solution.

Casework - In assisting children with their problems, the visiting teacher frequently visits their home, interviews the pupil and his parents, consults with community agencies and with school personnel, with psychologists, psychiatrists, and psychiatric social workers. The visiting teacher serves as a liaison worker between the school, the home, and community agencies.

Among the many types of special cases which are investigated by visiting teachers and for which they make recommendations are the following: school vandalism, parents' complaints, nonresident pupils, pupils not entered in school, school "boundary jumping," attendance of pregnant girls, re-enrollment of unwed mothers, attendance of married pupils, early dismissal of individual pupils, birth and vaccination certificate problems, returnees from training schools and institutions, school suspensions and special class placements. One of the major functions of this school specialist is to participate in regular team conferences at each of his assigned schools. At the team conference various school personnel share their knowledge in attempting to develop a program which, hopefully, would be beneficial to an individual student who was having specific learning or behavorial difficulties.

V. The Team Conference Program As Operated in Baltimore County

I would like to outline the program in general terms to indicate to you what we are doing, how we got started in this business, and where we are going. Detailed procedures for the management of the team conference program will be discussed later as the need and your questions indicate.

1. Procedures
   a. The team meets at least monthly in every school, sometimes twice a month. In addition, some schools have a preliminary meeting during the month for the purpose of screening names submitted for the agenda and gathering information and materials.

b. The team is composed of Pupil Services staff members — the psychologist, the nurse, counselor or several counselors if in the secondary school, a representative of the administration and the child's teacher, or perhaps several teachers if a secondary school child. Often the consulting psychiatrist is present; sometimes the Public Health Nurse, if the case on the agenda is one being carried by the Health Department, and sometimes invited agency representatives.

c. The basic purpose of the team is to bring to bear the skills and competencies of specialists of the problems of individual children. As a result of the meeting, many recommendations are made all for the purpose of improving the child's learning situation and aimed at a resolution of problems causing difficulty. The recommendations vary. There may be a request for a psychological workup. There may be a request that the child be put on supportive counseling or included in a group counseling situation. It may be that a home visit is in order with all of the possible kinds of casework provided.

Personnel and Agencies Outside the School System

It might be well here to make several comments concerning my thoughts regarding these satellite individuals. Too often our colleagues and agencies have been people who picked up the ball when cases we couldn't handle were referred to them. One caution with the team is that it should not be a time when a group of people sit around the table thinking about how cases can be disposed of rather than *dealt with*, but can be involvement of the personnel available in the school. Actually agency personnel can be and should be as necessary utilized directly in the team operation. The most difficult group to reach is probably the physicians. Doctors have traditionally been the holdouts. We have made some headway here with physician relationships through our own efforts at the school level, through the school physician in the Health Department and at the staff level, in talking at meetings of the Medical Association, and in our work with other community projects that are medically oriented. Unfortunately, many medical people look down on school people. Fortunately, however, the situation can usually be remedied by closer relationships with physicians.

Many times I have had the experience of physicians after working with school people being surprised at the high level of professionalism. Many doctors still hold the concept of the teachers as they knew them 20 to 40 years ago. Also, they are scared; they feel more comfortable about their work in their own group; in the admission that they don't have all the answers and when they realize we don't expect them to have all the answers, and can still hold them in the same esteem, they become more cooperative and communicative. All of these people, however, need help in understanding modern school organization and technique. This is most evident in the kinds of recommendations they make for classes regarding educational programs.

It is in the latter area that we have a viewpoint which is somewhat different, or at least it is important to point out that our team conferences are not simply screening techniques for the purpose of referring problems elsewhere. I doubt if many kinds of referrals for other kinds of help are ever made without the team having had work with the case. In addition, we have found that within ourselves we have more strength than we realize, and have utilized in the past, and that it would appear that we are going to have to employ our own resources to the fullest in view of the dearth of many kinds of help. As has been pointed out, as the result of this, we use our counselors and psychologists much differently. I sometimes have the feeling that unless carefully controlled and without excellent followup, referrals outside place the kid in limbo where something may or may not be happening, and with us not knowing too much about what's going on.

d. Management

It is important that one person be designated to manage the conference. This person's primary role in addition to coordinating the meeting is to receive referrals, make up the agenda, provide any materials necessary, and set the calendar for meetings. Usually it is the principal in the elementary school and the vice-principal in the secondary school. Sometimes the guidance counselor has been appointed to do this job.

We have some good teams operating with someone other than the principal or vice-principal managing the team. In any event, in all referrals we feel that it is extremely important that the principal attend the team conference. Even in our very large high schools where the job seems to be primarily one of administration involved in running a huge plant it is crucial to many of the children in the school that the principal remain knowledgable regarding the team operation.

e. Referrals

We say that anyone may refer to the team. I don't know for sure but I suspect that most of our referrals come from classroom teachers, and then probably guidance counselors.

f. The Agenda

The agenda must be screened with decisions made sometimes on the basis of priorities. It is important that the agenda be sent to the team members in advance. This enables them to review their schedules, files, and information in regards to a student. For example, instead of the nurse just bringing the child's health folder on short notice, she has an opportunity to review the child's folder, perhaps to call the family physician if necessary, and is able at the meeting to give a complete and up-to-date picture of the child's health status.

g. Follow-up

The follow-up and review of all cases is extremely important. This is done differently. One way is for a brief review at the beginning of each period of cases that have been on the agenda.

2. How We Got Started

a. We didn't invent the team conference program. Perhaps it came from medicine and concept of the clinical team as developed in clinics and hospitals.

3. Reasons for Starting
   a. One reason was to prevent overlapping of roles. We can perhaps never eradicate this entirely, however, it is a pretty bad situation if the Public Health Nurse and the School Nurse or Visiting Teacher knock on the same family's door on the same day.
   b. In addition, rather than continuously run around and compare notes on cases, it just seems to make more sense to have everyone involved with certain cases get together to talk about it. (Communication).
   c. Time lags in action.
4. Techniques for Starting

   In the beginning we knew we wanted to develop some kind of a program which would provide a time for people to get together to communicate about certain cases. Then we did not envision the team conference program in all its details as it exists today. I suspect the beginnings were laid in the regular monthly staff meetings of Pupil Services personnel in which we discussed our problems of communication, overlapping, etc.

   Neither did we see the succession of steps clearly from the beginning that we would be using in nurturing and developing the program. We proceeded from one step to another.

   a. The first formal stage in our planning was to arrange area meetings for principals. In these area meetings, we soon discovered that we were not as well known as we would like to think, and that we spent a lot of time getting acquainted and discussing the role and function. Apparently it was the first time that Pupil Services personnel had taken time out from their work to arrange for meetings with principals to discuss mutual problems, issues and concerns. Out of these meetings we were able to arrange or to have an understanding with some principals and their Pupil Services personnel assigned to their schools that they would meet periodically to pursue at greater length many of the problems and issues that were not resolved or that needed more attention than was possible to provide in the area meetings. It was in these meetings that the total team of particular schools came together for the first time. In these meetings there was a natural progression of what each was doing with specific cases to a sharing of ideas on cases, hence involvement of the group toward the solution of problems of individual children.
   b. We then watched these meetings and nurtured them; in our Pupil Services staff meetings we made the decisions to attend these meetings to some extent ourselves.
   c. The next step, if it could be called that, was for the supervisors of the respective departments to promote the idea of team meetings on the part of their staff. This was promotion rather than a mandatory kind of thing with effort being on the value of doing it and how can we help you, and if you think it is a good

idea, we will help you promote it with your principals, but never forcing it. At one point, probably in the second or third year, we wrote a guide in the way of a directive which simply provided guidelines for team conference operation.

d. This program had the understanding and the support from the beginning of the Assistant Superintendent in Instruction and Personnel Services; the person to whom I report. We had planned a more formal presentation of what we were doing to the entire staff and this might be a good way to start a new program; however, it seems that the Superintendent and the Assistants knew of the program, had heard favorable reports about it, and were promoting it before we got around to this.

e. Another thing we did was to arrange for intervisitation of one team to another. Certainly we had some schools which we felt had exemplary kinds of team conference programs and arrangements were made, and we feel very tactfully, for some of the members of weaker teams to visit the better teams. This can be sensitive but will work when tactfully handled.

f. We asked for an opportunity on a number of occasions to discuss, and for the purpose of promotion, to talk with principals in their respective professional meetings about the team. We needed their support and confidence and got it. Of over 140 schools now we don't know of any holdouts. There are several principals who are lukewarm, but the majority of them accept the team as an integral part of their program and a way of working.

g. For several years we, meaning my secretary, attempted to maintain a master calendar showing the dates of all of the team conferences in the county each month. We did this by simply having the managers of the teams report their conference dates to us. This was very helpful to our Pupil Services staff in scheduling our own attendance at team conferences. It could be recommended as long as it can be maintained; it would soon, however, get to be an impossible job.

h. The aforementioned calendar was particularly useful to the staff in their work with teams as "troubleshooters." Whenever we got the "word" that a team was having trouble, that someone was dominating it or that it was generally weak, or was having one kind of problem or another, Pupil Services supervisors were used as "troubleshooters." We always went to one or at most two people, never the entire staff, as this would be too overwhelming. An effort was made to determine where the program was bogged down and something was done to see that the situation was improved.

5. Values
    a. A better way of resolving problems of individual children.
    b. Prevents overlapping.
    c. Improves communication.
    d. Tremendous help to the teachers involved.

6. Limitations
   a. The administrative problem of getting teachers in the conference particularly in secondary schools.
   b. Number of cases that can be handled.
7. Needs
   a. What are our needs? We need a comprehensive evaluation of our team conference program. I am not sure now how this will be accomplished. I am convinced that first we need to gather some basic data. We need certain kinds of fundamental information about our program and how we operate. For example, I know that this year there will have been through our total system of team conferences probably 4,000 or 5,000 children on agendas. We need to know more about the kind of referral, who is making the referral, the specific nature of the problems. We need to know more about the extent of our agency involvement on a county-wide basis. We need to know more about ourselves; for example, how are Pupil Services workers spending their time. We recently were involved in the study at the University of Maryland which we called the Function Log Study. This study provided us with some extremely helpful information — some of it very shocking. In the same way that we sometimes say upon hearing our recorded voice played back to us, "that doesn't sound like me," the function log experience caused us to say, "that doesn't look like us."
   b. As to an evaluation, Mr. Murphy's recent study may provide some help here. Certainly the IRCOPPS data should help us a great deal; actually it already has. It is not very scientific to say about our program, "this is good because everybody says it is good," but there is some merit in this response and our best experience in educated guessing tells us that it does the job well for us.
   c. Utilize new research in the field.
   d. Continued prevention and early diagnosis.
8. Future Direction
   a. As to the point where we shall be marshalling our forces and putting our efforts, there is in our minds now some ideas that will provide a particular focus and which will constitute really a second level of operation. This second echelon of operation has to do with a focus of assistance or concentration of help for the classroom teacher. I have indicated earlier that we might be considered to be a teacher-centered school system — teacher-centered from the standpoint of where we are applying the most force, leverage, and perhaps man power and equipment and material. I am not here to support and defend this position, but simply I am indicating that as this is the situation or consideration that we must direct our efforts toward the end of helping the teacher and making the classroom teacher the most effective agent of behavorial modification, and at the same time providing her all of the special assistance she needs from us. Does not negate work with individual children (explain).
   b. We shall continue our best efforts to maintain the team conference program. This is the best way we know of operating for the particular purpose the program serves. It will continue as our modus operandi until we find a better way of working.

DIALOGUE

Dr. Donald Ferguson
Dr. Charles DeWitt

Dr. Ferguson

From all the different kinds of models for elementary school programs, I haven't seen anything that has impressed me more than the teaming operation, so forgive me for hammering away on it so much. I certainly would acknowledge that there are a lot of you people without any question who are teaming very effectively and I would also acknowledge that there are a lot of you who have tried it and scrapped it. I think I'm somewhat respectful of that being the case. I do think we need to keep in mind, however, that there are all kinds of ways of incorrectly doing it and all kinds of ways to keep from doing it, because teaming is an attitude — it is really an attitude — it is really a case of whether one wants to. If one wants to, obviously he finds ways of doing it. We have talked about the values of it when Dr. DeWitt and I were talking about the values of teaming. He related an experience which I would like to have him pass on to you in regard to a clear evidence of how some administrators see the value of teaming. Charles, would you mention it?

Dr. DeWitt

What Don had reference to is this: Baltimore County is divided into five areas. Each area is headed by an area director. Principals report to an area director, and just last week an area director called me, incidently one who I thought was the slowest to come around in terms of understanding and thinking about teams in schools in his area, and said: "Charles, what's the team like in such and such school?" I said: "I haven't visited that school for some time, but I think you would find it is about an average team. I will investigate and report back to you." I investigated and found it was about an average team and asked him why he wanted to know, and he said; "Well, Charles, we feel there are some problems in regard to the principal. This particular principal we are looking at — looking at hard — and we feel that one measure of the principal is: how good is he and how good is the team in his school." I was floored! Here was an area director who was a hold-out, had his tongue in his cheek for a long time and then said to me: how good is the team in this school because he thought that had some bearing on how good the principal was.

Dr. Ferguson

I was pretty much impressed with that as evidence that some of the people we serve — elementary principals, for example — feel that how a fellow elementary principal is able to team in his building is a criteria of how well this person operates as a principal. I thought that said a lot for what you have been able to teach in a sense by focus of teaming your schools.

Dr. DeWitt

I've got a lot of things (I didn't get to start talking about) that I didn't get to cover this morning, but at the time it seemed to me that that they were rather inappropriate. What we might do is to see what kinds of questions you people have for which you think we might have something to say. Do you have anything you want to say?

Question

Do Pupil Services personnel have administrative responsibilities?

Dr. DeWitt

I didn't mean to imply we are administrative or administrators. I was simply making a distinction. In other words, one way of making a distinction or to identify pupil personnel is to see that these are people who are not day in and day out engaged in formal instructional programs. In other words, they do not have a group of children assigned to them for teaching purposes. Classroom teachers do and special education people do. We are not engaged in teaching instruction per se. Our main purpose is to help develop good learning plans to support teachers, and in so doing our people are not administrators. They are following the usual role of the counselor, the psychologist, social worker, etc.

Dr. Ferguson

May I say a word on this? Here again, it takes a good bit of time to develop, and it is difficult to make it clear just talking like this. What we neeed to do is spend time *together* talking about it. But the perception that I have at least goes something like this: We did after all originate from a kind of one-room operation where this person called the teacher did everything for everybody, we soon moved to a division of labor, and where we seem to exist at this time in 1968 is that we have been able to identify some rather clear, though not entirely mutually exclusive functions. Some rather clear functions which require certain kinds of skills and competencies and certain points of view. The instructional program is in my judgment clearly one of those functions which is highly complicated and a very demanding area of skill and competence. Pupil services on the other hand brings other skills and competencies to the field where we have certain other kinds of functions to perform, just as do administrators. I don't want my classroom teacher to be concerned with budget, hiring staff building buildings, keeping the heat, and one thing and another, and working with boards of education on policy matters, nor do I want my classroom teacher to do diagnostic studies on kids, spending most of their time in a one-to-one, face-to-face counseling situation or doing other things that we should be doing in pupil services. For example, such as the attendance services and performing all the home-school liaison work. I think maybe this is something that you have had pretty much before. I think you can say our goals are common. You cannot distinguish the kindergarten teacher from the superintendent, from the counselor, on the basis of the basic underlying goals. Beyond the goals, however, certain specific functions seem to distinguish us. Our functions are not instructional. Trying to administer compulsory education and school attendance law, trying to insure that each school in the community has an equal education, trying to help kids in the area of self-realization, trying to set rules and make decisions, doing diagnostic studies, trying to uncover kids who are not in school under optimum conditions for profit. These are our business and those are not instruction. Teaching the child reading, writing, and arithmetic skills, teaching him in the content areas is not our business — it is the teacher's. Now again they are not entirely mutually exclusive, but if you and I don't try to help people understand that we are something different from the teacher and different from an administrator, rather that we have specific functions which are pupil services, they never can understand what we do. I think that is relevant to what you were asking and I think Dr. DeWitt was not trying to place us under administration. I hope he was not saying we should be completely subsumed under instruction despite the fact that one of our major jobs is to facilitate instruction. We facilitate then faster if we maintain some kind of uniqueness with regard to what it is we're there to do.

Question

What relationship exists betweeen curriculum and Pupil Personnel Services?

Dr. DeWitt

Good question. I can only relate your question to Baltimore County. We maintain a curriculum office whose responsibility is, what you would expect — writing curriculum, in-service curriculum, working with teachers in curriculum. In Baltimore County the relationship of curriculum to pupil services — and it has been a long hard row to hoe in a way — is we want pupil services involved in curriculum workshops. For example, when there are curriculum workshops for the purpose of revising particular subject areas, say social studies, who are the best people in the system with respect to knowledge of a child's behavior and learning faculties. We want the psychologists who are expert in learning in curriculum workshops. Our idea is to have a group of pupil services personnel involved hand to hand with the curriculum people in the curriculum development.

Dr. Ferguson

I would assume the teacher is in a sense a first functionary with curriculum expertise. I would hope he or she would regularly be a part of the team. The curriculum supervisor or the person who takes the district-wide view of curriculum, (I would hope) would be available as a consultant, depending on what it was you were working on. I attended a team conference for example in Pinellas County where the principal of Gibbs (Mr. Emanual Stewart — I believe you are here) — a swinger among educators in my judgment, had all kinds of people in his team. I'm not sure whether the curriculum people were there, but the team can be broad.

Question

How many cases do you review in a team setting?

Dr. DeWitt

This is a question always asked, a very important one, about which there is no particular answer. First of all, sometimes the number of kids on the agenda varies according to the purpose of the meeting. Sometimes there will be a meeting with ten, twelve, fourteen kids on it just for the purpose of reviewing for everyone present a follow-up for every kid on the agenda. There may be another kind of meeting in which you are staffing three, four, five or six so generally we are talking about staffing taking half a day and, depending on the nature of the case, taking anywhere from four, five or six cases.

Question

How many people are involved in teaming and how do you involve the teacher?

Dr. DeWitt

How many people in the building are involved around the table? Well, there is the psychologist assigned to the school, the counselors, the school nurse, the teachers who are responsible for the students being staffed. We're talking about six or eight teachers being involved. Principals handle this in many ways — substitute money, volunteer substitutes, good scheduling techniques, whereby Mrs. A is scheduled when her class is supposed to be in the library, or something like that.

Question

What is your ratio of pupil service workers to students?

Dr. DeWitt

We have forty visiting teachers. We are very understaffed — psychologically this is a problem. I would like to talk about my problems too, but I won't right now. We have eighteen psychologists and a supervisor, and we have forty nurses on a secondary school level and one in every elementary school, about a hundred in all; we have a ratio in secondary schools of three or four counselors or 1 to 300 to 450, which there again is not good.

Question

How many students in your system?

Dr. DeWitt

We have 120,000 students.

Question

What happens in emergencies and the team is not yet scheduled?

Dr. DeWitt

Well, pretty obviously things happen. Attention should be given to the cases and you certainly cannot wait until the next team conference, so it depends on the nature of the problem. In a big system we have everything — attempted suicide, etc., and so immediately we have the nurse, the fireman, the police, the consulting psychologist on the job. But for the more day in and day out behavior cases, they are handled by the counselor in the school, the principal or the vice-principal, and often necessitating a call to the psychologist and/or a call to the visiting teacher. Sometimes these people are on schedule in the school. They are scheduled regularly to visit all the schools, but they are on call at the schools at all times and I see many times "little team meeetings" going on in which the visiting teacher, the psychologist, the principal and others are meeting together to talk about cases such as you mentioned.

Question

Who is the team leader — School Psychologist?

Dr. DeWitt

Not necessarily. Could be a guidance counselor. More often than not it is the school counselor because that person is school-based and that person is the direct communicating channel for the classroom teacher.

Question

Does team operation detract from the opportunity to administer individual assessment instruments usually considered necessary for a school psychologist?

Dr. DeWitt

Of course this always varies in terms of what you want your psychologist to do. If we wanted diagnostic testing and for most of them to spend their time doing diagnostic tests, we could use forty doing nothing else. Let's put it this way: Our people are assigned to do the testing that is required, but also to attend the team conferences at all of their schools. They are on call to the principals, the staff, and to the special education director and any others on the staff as consultants. They spend their time this way. Working this way is very time consuming. We could use ten or fifteen more to do the job as we see it right now.

Dr. Ferguson

I would like to make a comment on that one. I know you didn't ask that particular question but I can't keep quiet on it. I have a suspicion that this ratio business is a hang-out. It will give us more trouble than it will do good. I think it has some value on a national level when we talk for example about needing a psychologist for every thousand kids, a social worker for every fifteen hundred, a nurse for every twelve hundred or a counselor for every two-hundred fifty. It has some value; it does put a little bit of pressure and attention on this question. When you actually get out and operate on a local situation, I think what you had better be able to do is justify the need for personnel on the basis of specific problems that you got to cope with in the programs that you're going to operate. This would mean if you have a center city operation that your ratio obviously would be a lot different than some of them in the suburban areas. Secondly, I think a relevant point here is that in our field we need to move more to flexibility in our concepts about staffing. My dear friends — in psychology, for example, are vehemently resisting the psychologist's concept and it bothers me a little bit once in a while because it seems to me at the same time they're saying, "We can't get all the testing done." In essence what I'm saying here, I think is, rather than specifically dealing with ratios at the local level, we should communicate more with our fellow pupil personnel workers with regard to the types of job we're attempting to get done. I think if we should make specific staff requests based upon what's needed to get those jobs done. It's a whale of a lot better than simply announcing, well APGA recommends 100 to 150 and we're one to 450. I think we're in trouble nowadays on that.

Dr. DeWitt

If I might press one particular point you made, I think it is worth emphasizing. If you have the problem, in case you haven't thought of it — as we move into a more consultive role in psychological services, we found more and more pressure for time; so what we have done (I don't know whether I've mentioned it or not) — we have begun hiring psychometrists. These people who are hired to do the routine type of testing, the individual kind of testing which relieves our psychologists to do the work which we feel they're best trained to do. The emphasis is upon consultation rather than upon giving Stanfords.

Question

How many Psychometrists do you support?

Dr. DeWitt

We have four right now.

Question

Are they certified at Bachelor's level?

Dr. DeWitt

Certification requires a Master's for Maryland psychology, a Master's plus appropriate person.

Question

Is truancy handled in the individual school or through your office?

Dr. DeWitt

All of our busy attendance teachers should get referrals for attendance from their schools. But, there had better be cases where the school has failed in every effort to work with the child and to communicate with the home; in other words, we don't want attendance just dumped on the visiting teachers. Did I answer your question? Without going into it and as I indicated earlier in a group this morning, attendance is a symptom of a lot of things and you know this; we all know it. We want school involvement and school work on attendance, rather than just having it dumped to the visiting teacher.

Question

Does the psychologist perform psychotherapy?

Dr. Ferguson

I can't recall any offhand. You mean where perhaps a psychologist was conducting therapy sessions? No, I honestly can't. I do recall some psychologists who were doing some counseling where you were not dealing with exaggerated pathology. Pathology treatment needs to be referred out.

Dr. DeWitt

If I may, you may be a psychologist. I have a hard time understanding you and you probably don't understand me, as a layman. This is an important question and I have kicked it around a lot and got a lot of dialogues with people about it. I don't know what you mean by therapy for sure, and I don't know where it begins and ends. Some of our psychologists are doing group work with kids and maybe they should have a license to do it, I don't know. Do you mean therapy in the formal, psychoanalytical sense, is that what you are talking about?

You may be talking about the need we often experience for the kids to be placed on supportive, formal psychotherapy with a psychiatrist — a highly neurotic kid. We don't see many psychotics. There's a dearth. We have in Baltimore County a great wealth of resources and still not enough, particularly for adolescents, sick adolescent kids. We don't treat them in school — if you're talking about treating neurotic kids in a formal program. We get outside help.

Dr. Ferguson

I think the principle underlying this determines what I saw and I guess what I believe is that pathology in this regard, is not our concern. I know it leaves you with a problem because you have to be the guy who identifies pathology and you're stuck with it. The only suggestions I guess I can make relate to working with some of our private facilities. I have an observation there. Frequently there is more ability out there to provide therapy than many of us would find here.

Dr. DeWitt

Right. Sometimes some of us are reluctant to refer out because we say, "Well I notice people when he goes to that guy — that guy won't help him or something of the sort and this might be true." On the other hand, I have found from nearly twenty years in the school business that a lot of times we don't get such good service from these community people because we haven't given such good service. We have not been content to build the communication bridge with them. We tend sometimes to be suspicious and defensive with regard to our relationships with them. I don't know whether that comment is helpful but I think it relates a lot to what we are doing here in pupil services. We need these people desperately in the community and we can do a lot to see that they are made more available. We don't have to worry then quite so much about pathology. Develpment is our business and I think our efforts are very much needed there.

SUMMARY

Mr. Emanuel Stewart

The question was asked in our group session this afternoon: Is there any proof that the students are better off or have made more progress through the team effort?

Dr. DeWitt

I was asked that question by a group and my answer was to my knowledge, No. What we need, if it is feasible — and the people in statistics design may know the answer, — what we need, is somebody to be identifying pupil populations who are amenable to team staffing. We can match a team group and a group not teaming. We identify variables, weeding and eliminating them, and ultimately see if we can come up with something that would say the team is a good way of working, the best way of working. I don't know if this has been done — not on that scale at least. Until that is done, we will have to continue that way until we know something better. Don, do you know of any studies along those lines?

Dr. Ferguson

No. I don't. I agree there should be ways in which we could set up controlled situations involving pre-test, post-test format. I think there is great validity in psychometric evaluations — let's accept that, but I think there is equal or more validity in what some of our most highly professional people say it has done for them. What I think we haven't done enough of for teachers or kids or anybody is listen — genuinely listen at what they have to say. If I were a principal, I would want to do some psychometric evaluation. The thing that would really put my mind to rest on this research is what my staff would say. Is this of some value to them, I think one of the things I would do in this regard, and I would recommend this to anybody — with teachers and with kids, is sometime have some non-aligned, objective person regularly interview your people — ask them and really follow up with some sensitive questions. If one could ever do this, for example, even taping some of these sessions, particularly the kids, for purposes of staff development, it would be ideal. I think we are in a sense sometimes overwhelmed by psychometrics, designs, and statistics, and analyses (and not to discredit them), but we shouldn't be throwing out things in my judgment equally or more important. Give me a test score, but let me have a chance to live with the child for a while and listen to the youngster and get to know him and I'll know more about him when the test score comes up for discussion.

Dr. DeWitt

I think our swinging educator here is getting ready to ask us a question and I would like to beat him to the punch here. I expect here is a principal who has had some experience as a school principal in a team involvement, in a team effort, at some level, and I would like to ask Mr. Stewart if he would tell us offhand about his experiences and what he thinks in regard to this program.

Mr. Stewart

I think Gibbs High School has had a fairly successful effort toward meeting some of the needs of our students. Among many other benefits derived from this effort was this benefit: We called in various consultants and various people who had an interest in the cases that we were studying. We found there were unlimited resources available that we would not have known about otherwise. For example, representatives from vocational rehabilitation were present at all of our conferences and we were quite gratified at the assistance we got from them in the way of services and actual finance. When it was impossible for us, for example, to get psychologists from the county staff to test some of the people who needed testing, vocational rehab were ready to get psychologists from the outside and also pick up the tab. Vocational rehabilitation helped us in placing students on part-time employment. We found that many youngsters were presenting problems which originated from an economic basis and a youngster who was put on a job to earn money for himself made a better adjustment because of this service which we had from vocational rehab.

Dr. Ferguson

Fred had asked at one of the other sessions: What do you mean by "swinger"? I treated it rather lightly because I didn't know he was referring to my comment about Emanuel Stewart. I think I owe you a definition and I also owe Emanuel one. And I say this not just to pat him on the back, but I can give you four kinds of operations which I was talking about — in other words this is an operational definition. I had this in his buildup. I was here directing an analysis and I came away feeling there was some really good stuff going on here. In the first place I talked with the kids. One of the main questions I asked: Do you kids feel important around here, is this place for you? and I got a clear, unequivocal YES, and they proceeded to tell me why. Now that was very important to me because there are places where programs don't seem to operate for kids — they seem to operate for the convenience of the professional staff, they seem to operate for the system. But those kids felt that that was their place.

Secondly, I talked with teachers. I recall that one of the questions was about how come this place can be considered as a place of excellence and what is it about your school that you think can be rated so. The teachers felt that they were respected and treated as professional people. I talked with parents. I don't remember what the questions were (and Emanuel Stewart might have stacked this form — I don't know) I had told the people beforehand: Give me your winners. Pick your winners and I can always tell what your problems are, but give me your gripers and I really don't hear anything but what they want to gripe about. So I do know the parents with whom I spoke didn't give me much chance to talk at all. They kept speaking consistently about things that existed there that were worthwhile. I remember one of the things they said: they had access to consultants at night. You might say, "Your memory is foggy, because those things don't go on," but this was one of the things the parents told me: that they didn't have to see the people just when the pupils were in school. And another thing, Mr. Stewart's school is one of the buildings I visited throughout the country — in some of what he was trying to build in pupil services was ahead of the central office. This is also in the direction of subprofessionals, para-professionals, and indigenous workers. Mr. Stewart and I talked at length about some of these which he needed to work in the program. I genuinely feel there are people out there who talk the language of the people out there and can do it better than we as professionals can do it. Mr. Stewart said, "Boy, I wish I could get some of these people; I've been trying to get Fred to move along with this but haven't made much progress." So that is what I call a "swinger".

Mr. Stewart

Thank you for that commercial on Gibbs High School. Of course, everything is not 'rosy', which leads me to this question: One of the things that puzzled us in operations was the fact that often times after we had had the team approach to the problem — we had the case conference and everything else, we came to a dead end. Where do we go from here? There were problems that vocational rehabilitation could not pick up, there were problems the nurse could not do anything about. Where do you go when you're up against a stone wall? You have done everything you know to do. Where do we go from here? And this happened in far too many cases.

Dr. DeWitt

That is a tough question. In thinking back over the team conferences which I have attended and know something about, I'd say by and large for the toughest kind of cases there are some kind of recommendations made which are positive, practical, feasible, and work and will help. Once in a while you bump into a case which it seems there is no way to turn. I don't know what you do with the impossible case, if there is such a thing. I'm not convinced, however, that there is an impossible case — not the impossible case at the moment. I still question as to whether or not we have the right people or the right numbers sitting around the table or at the right time. I just dread thinking of a team conference in which the classroom teacher or teachers return and haven't received much help or support, but this does and can happen sometime.

Mr. Stewart

What kind of personnel are involved in the team in our schools? In the first place, the people who constitute the team in a large degree would be determined by the nature of the case we are discussing. Nevertheless, these people over a long period of time would include the counselor, the dean, the classroom teacher or teachers, in some instances just the homeroom teacher, the nurse, the psychologist, the visiting teacher; in some instances, some representatives from Juvenile Court, vocational rehabilitation and in some cases a physician. If there was a need to go back into data and cumulative report and it was necessary to go back into the child's past history, the registrar would be involved and perhaps the assistant principal. At other times there would be others called in according to the nature of the case. Some instances would not, of course, require all the people I have named.

Dr. DeWitt

Somebody else asked a question I would like to ask Mr. Stewart. It's too late to give a lecture on this, but I think most of you in pupil services agree on this — that it depends in a large measure on the building principal — as he believes and forms, so goes the program. Would you be willing to comment on that?

Mr. Stewart

Well, certainly the principal has to give good backing and support to any program if it is going to be successful in his particular school. It just so happens in my school I had no choice (of course by desire) but I had no choice but to give my support to this because it seems in our school we have more than our share of problems and I think when one get to the point that it seems every thing else has been tried you are ready then to try almost anything you think would work in this particular case. Also, I was sold on the team approach because we had such a good success from the first case which came before us. The old cliche goes like this: Nothing succeeds like success. This also gave us, I think, the support of the others on the team. They could see that we were making progress. Of course, there were some cases which I could say seem to have been beyond solution — beyond the facilities we had at our disposal at that time.

Dr. Ferguson

Let me ask you another question of leadership related to the same thing. One of the problems I think we face in pupil services is that there are too few of us to do too much. One option offered to us when that occurs is to work mainly with the principals and the teachers that are willing to move and to do things. This means that we don't get around to all buildings. Do you buy that? Do you think that is the way to operate? This came up in one of our earlier sessions. We don't really have enough, say psychologists, to meet the need, in fact, the demands. So let's say we have eighteen — one of the fellows was talking about eighteen buildings he had to serve — and say that ten of these principals operated buildings already willing to move on this teaming. They were using him wisely and they were able to make sense. Then we have the other eight where we are really just grinding away and not making much progress. Would you, Mr. Stewart, as a principal, favor working with all eighteen and giving them equal service, or would you work with those who make demands as well as have needs?

Mr. Stewart

Well, I want to be selfish about it — I would like to see all schools that need services get services. On the other hand, it would seem to me that these specialists would have no choice except to give their services to those who made the most demands upon them. I don't think special services here in our county would feel there is not enough to keep them busy — they can't begin to meet half the demands that are made upon them by the schools here.

Dr. DeWitt

I may or may not hold a varying view to Mr. Stewart's and I don't know what Don's opinion is in view of his question, but I know when I first began as director of pupil services and we were really working hard getting elementary schools guidance started, everyone did not accept the concept of a guidance counselor in an elementary school. There were a few principal hold-outs. Someone said, "I wouldn't want one of those people walking through my school." The temptation in a circumstance like that is to respond something like this: "You won't." But I think really the best view, the best approach to this is to work positively. Let us agree among ourselves that we have problems, and let us agree among ourselves that we have a lot of work to do in understanding principals. And I think not to offer services or to pull away from it or resist it with these people is not really doing justice to the children in the school and is depriving them of a service. I guess it behooves us to do a communications and selling job continuously. I would rather be saying: Let's do all we can to make this program effective at all levels in all schools.

Mr. Stewart

There may be principals who do feel that their positions are insecure when outside specialists come in to work with their youngsters. This came out in our discussions. A principal may say: Well, heretofore I have been the one pushing all the burdens, but here is someone else coming in to take some of the responsibility — to take authority. Where this is true it would seem to me that the groundwork would have to be made, the principal would have to be made ready to accept some of this service — certainly some teachers would have to be prepared for this kind of service. But as the other speaker has said, I see no reason to neglect some school because the principal was reluctant or the staff in that school was not ready. It seems to me the responsibility in that special service is to see that they are made ready and actually they are working for the benefit of the youngsters and not primarily for the benefit of the staff.

Dr. Ferguson

I have to confess that although I don't see this clearly as an either/or, I share somewhat the other position. I'm apparently all wrong. I think there are many ways of doing it and I would be, I think, in the kind of situation I described. I would not have my psychologists give equal time. I might do what is used in the vernacular "greasing the skid" — that is make such notice of the good service that a professional worker is giving to these elementary principals and have these principals do the selling job with other principals. I think there are many ways to go at it, but it is really one of our bread and butter, day by day type concerns, particularly in instances where you are overworked, you do reach the place where you say, "I just can't continue to give this kind of service." You need more help. One of the ways to get more help is not necessarily to cut your services even thinner. A lot of people could say half-heartedly: "We need more of these." "We need more . . ." is also a classic. On the other hand if you have a couple of principals who signed up, screaming for services because their buddies in other buildings are getting it, and it is getting parents off their back, and it will mean some of their problem kids are being taken care of — I'm saying this is one of the ways to win this battle. I wouldn't say the only way, but I would recommend it. I have talked with some fellows from other districts from whom I learned this — some social workers in particular — I remember Bill Frankfort in Charlotte Mecklenburg — who had arrived at a decision of this sort. If you just continuously spread yourself so thin, you have a feeling that you haven't done anything quite adequate. He cut back certain kinds of services because he felt he couldn't provide them adequately.

Dr. DeWitt

Isn't this a little different, Don, saying we can't provide services adequately so we have to cut back somewhere, so we cut back our manpower where it is most needed — as opposed to this other matter of saying: when you are ready and willing and able to accept a guidance counselor at your school and want some help in developing the program, let us know. I can't buy that — I think they are still in the minority and I like Mr. Stewart's idea of readiness and working with these people, helping them get ready.

Dr. Ferguson

I am not disagreeing with it. Who would disagree with readiness, working with people? I think my original example was a poor one. I should have used a different example based on fitness of staff.

Question

Where do you place emphasis in your schools if you must make a choice, elementary or secondary level?

Dr. DeWitt

Oh boy, that's a good one. Well, I have to confess, Fred, if a guy made me stand in one place or the other, I would pour it into the elementary, and I'm sure the rationale would be based largely on the prevention model, and early intervention — early intervention into cases where the kids need help — to use the analogy I was using a moment ago — I have a suspicion if you really had to make a decision, fish or cut bait, I would have to say if my services continually went to the secondary school — those kids are just as well off without us. It is not, however, the case in the elementary school, because the secondary kids have other resources, I think, at their disposal. If I had to make an either/or decision or a cutting decision I would certainly place my emphasis in elementary schools.

COMMUNITY INVOLVEMENT IN TEAMING

Mr. Jerry Kelley

When Fred Hoffman called me and offered me the opportunity to join you people, I don't think I took more than about thirty seconds to say Yes. All I did was to check my calendar, and at the risk of making myself unpopular I'm going to say it's not because I like Florida, and especially not because I like Florida in the summertime, having spent a good part of my short career in the Navy down here and I really like the northwest climate. But I did have the privilege of being in Pinellas County on an evaluation visit with a team of other people some time ago, and I do like the Florida teachers, educators, and pupil personnel workers; so I was really truly delighted to be invited to participate in this.

My topic today is really the relationship of the school and the community — you can't lean on this one. I was actually delighted yesterday with the two presentations which we have already heard. Both Ferguson and DeWitt said things which made them of course appear very wise, indeed. And in addition they really provided, I think, a very good takeoff point for my remarks. What I'm going to do is talk really about three areas of school-community relationships. One is more philosophic, or what I call the *ideational* base, of the relationship between the school and the community, and this has several component parts which I will come back to. But the two main ones are really the pupil-service base, that is, in which the pupil services relate to the community, and the system base, or the way in which the school system as a whole relates to the communiy. I'll be talking some about both of these. Then I will develop — after leaving this more philosophic part — I will develop more specifically the relationship, the *systemic* or system relationship, and the *operational* or practice relationship. This will make more sense to you, I will assume, at a later time, and I won't belabor the definitions; but that's the general area I'm going to talk about. What it is that gives us in effect the right to try to to do anything; secondly, what is the relationship of the systems, the social systems. Is everyone familiar with this type of usage. Well, let me dwell on this, even if I belabor it a bit, because I do become aware from time to time that some of the jargon of higher education doesn't necessarily filter down and have meaning for everybody else. I am inclined — I think this is helpful — to talk about social systems or instant social institutions — simply as a way of expressing that great organized bodies that man has developed for serving himself do relate to one another — the systems themselves do relate, as well as the individuals themselves relating — so that when I talk about the systemic relationship, I do mean that one kind of social system, the school, relates to other kinds of social systems like those in welfare programs, specific agencies, let's say hospitals or a court or other systems like a whole public health program, say in a city. These are all varieties of systems. When I'm talking about this, sometimes I use the word "institutionalized" or "institution" — meaning not a building, a physical building, I don't think I will use it in that connection, but again as a variety, as a more highly crystalized form of social systems.

Let's look a little bit at the kind of philosophic or ideational base. I was delighted, as I indicated, at a lot of things that were said yesterday. Charles DeWitt, you may recall, began by telling us, reminding us, that there are very many common objectives that exist between pupil services and the main stream of education. I would elaborate slightly upon this to say that the broad objectives, the ultimate objectives, are common, but the specific objectives or proximate goals quite often are uncommon. That is, what we want to do in pupil services to facilitate the child's participation in the educational system is somewhat different from what the teacher may want to do. We're sharing broad purposes, but not necessarily the immediate ones; our goals are a little different, and that's fine. There's nothing wrong with this at all. So again there is a great deal of sharing in the broad sense of the rest of the organized, healthy system in the community; that is, many of the broad objectives of education are totally compatible with the objectives of health and welfare systems. We're working basically toward similar ends, focusing on some different kind of specific objectives, and of course the school has as its primary objective the focus on the intellectual, positive area of the child, of the child's development. That is probably the most accepted area of focus, and that's not to exclude the others, as I'm sure you know I would not; but that's the most common. On the other hand, health and welfare relate more specifically to the physical and social and emotional health of the child or the human being. Welfare relates more to the social needs and certainly economic needs — those are their specific focuses there. But the broad purposes of human beings developing and having an opportunity to succeed in their whole set of life casts, these are shared. There really is a lot of tradition that gives a historical basis for the pupil services evolving out of this school and community recognitin that something more than the pure intellectual component operates for a child to succeed in school; so basically the pupil service base then of the relation, the bridging of the school and the community, has to do with the recognition that we have to consider the whole child. All of you know this, this is old stuff. But as we learned more about the total social development, total child development, more school systems did begin to incorporate the means of coping with the need other than the intellectual that the child had. And one of the ways in which this began to happen was through development of pupil services. When visiting teacher services started somewhere around 1900, it was in response to demands from within and without the school, which recognized the need for something more. Also, schools were recognizing the need for something more of a relationship to the community agencies, and one of the devices that was created about this time was visiting teacher services. This eventually evolved into what we call school social work today, but with many variations this could include some of the other pupil personnel services as well. These are the kinds of roots. As I said, there was recognition of the whole child and the need to provide for the meeting of needs other than the intellectual. In addition, as we became even more sophisticated, there was a recognition and acknowledgement of the whole child in his whole situation, which means then that we not just see him as he shows up in school with all of his battery of needs and characteristics, behaviors etc.; but rather, we have to in order to understand him in the school, help him in the school, we have to know what it is he is facing in the rest of his life — what his family is like, what his neighbor is like — a whole host of things — that operate, and this becomes more crucial of course if he's having difficulties. We make certain assumptions without even realizing it that derive out of our knowledge of the particular neighborhoods we are serving, and we adjust, we compensate to some extent for the kinds of kids with whom we're working, where we don't even think about this. For example, we'll change our own use of vocabulary, depending upon where we live, teach and work. In a highly sophisticated suburb we would develop a greater verbal facility, more of a reliance upon this kind of communication because the kids reflect this from their own professional family background, professional and business, college educated. Almost any teacher who goes into a more deprived, lower social economic community and teaches, will find himself if he is at all smart and if he's going to survive, beginning to take on — not compromise in terms of quality — but beginning to take on some different speech patterns. He may not even realize he's doing this — it's a means of facilitating communication. Well, enough of the illustration. At any rate, these are some of the factors that led to the development of the pupil services.

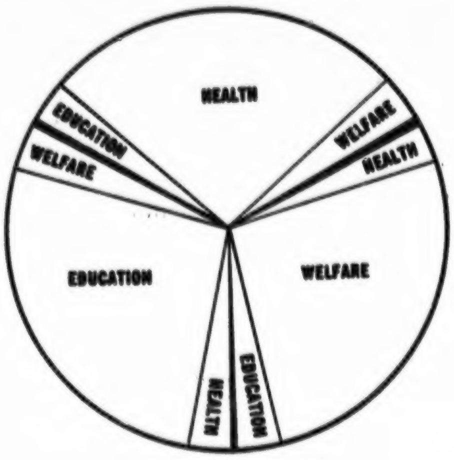
Now the system base, that is the relationship of the school to the community social institutions, develops in a lot of ways in a kind of parallel fashion. One very important factor really was the increasing recognition that education itself was so darned important to all people. In many respects it can be viewed as certainly one of the major, if not the major, singular determinant of future success; that is, whether a person succeeds in school probably has a higher correlation or one of the higher correlations to life than any other single factor. Certainly it's one of the most important. There is a natural bridging from the school to the community that has to take place, because the school is really preparing the child for his later involvement in the community.

Furthermore, as you all know, increasingly education itself is becoming a non-terminal process. If you view it as kind of a continuum, with some interruptions, people are beginning to go to school almost in perpetuity. They take evening courses, they take short courses, they come to seminars — they do all kinds of things that extend the educational involvement — and the numbers of people involved in these kinds of things — the base, in other words — is increasing. More and more people are going to school longer and longer not just to get degrees, although that certainly is a part of it, sometimes I think that part is overemphasized — but for a lot of very good reasons, as well as just the seeking of a degree. There are good reasons such as self-development, enrichment, extension of one's own life-possibilities, career possibilities, continuing education in the professions. This isn't done just for survival, this is often done for the survival of the professional person; it's done because this is the way to keep up with what's happening and to better give service to the people he's serving. All right, so much for that.

A second point, then, in regard to the system base for relationship is the tradition in this country of citizen control of education, where the increasing emphasis is on broadening the base of citizen participation. It isn't the educators (well, people might argue with this) who have the ultimate control of our public schools. This rests with the public. The educators presumably execute a great deal of influence on the school boards — certainly the superintendent traditionally does — and he will be working in close collaboration with it. Nevertheless, the power ultimately rests with the board, and I think you people in Florida are well aware of this, and in some cases don't like it. None-the-less, it's true. Furthermore, we are more and more, I think, inclined to move toward a broader citizen participation base, as I said, getting more people more representative of all the community involved in relationship to education. Certainly the school has become increasingly a principal arena for the resolution, or attempted resolution, of social problems, even just being the area for social system evolvement, even if it's not problem-directed at the moment. There are many examples we could think of here, but probably the most well-known and visible and continuing one is the whole matter of civil rights or of desegregation, where the basic problem is not a school problem per se at all in the traditional sense, but is a societal problem that has a long history of discrimination which the schools were a party to. However, they became involved because; they are the organized social system that everybody has access to and is involved in and thus the schools became, quite logically one of the principal battlegrounds for fighting out the civil rights trouble. I think most of us would recognize that this is a very important involvement and a very desirable one; but that's only one illustration, and we're not through with this, but there has been an awful lot of progress that's been made. But here again, the school gets right into the community. More and more of this is happening. In a few places in the country there have been some experiments — I have not had the opportunity to visit these myself, but I know a little bit about them — where we see the school as an on-going, integral part of the whole community, not just as the school.

There are lots of ways in which this has happened, but both Connecticut and Flint, Michigan have community center type schools where there's an interlocking program not only with the regular educational tracks and machinery, but also with very substantial use — deliberate, planned use — of the school as a community center as well, for many other kinds of things. A man by the name of Laverne Cunningham from the University of Chicago has talked some about what he sees as the trends, long-range trends, in education and he suggests major modification, but I'd like to read you just one short paragraph because I think it relates specifically to this — how changes occur and the inter-relatedness. He says: "We can expect radical overall and/or institutional structures and definitions in the next decade or so. It would seem reasonable to visualize the incorporation of institutional services which would add simultaneously the cognitive, affective, biological, and psychological needs of the human organism. Schools, if this term survives, may include medical personnel, new components of psychological and psychiatric services, physical development specialists including nutritionists, as well as people who resemble our current teaching, counseling, and administrative staffs. It is possible that we will call our institutions of the future 'centers for human development' rather than schools." This is one man's concept, a rather exciting one, but regardless of whether that emerges per se, it is indicative I think of the general trend of greater involvement of the school in the ongoing life of the community.

Now one thing I'd like to comment about before leaving this section is that this whole set of trends has interestingly enough tended to result in greater specialization of personnel, that is, we have evolved a host of separate pupil personnel services, for example. However, there has been by and large, lesser specialization of the systems that has been occurring simultaneously, so that the interlocking of the systems has become more and more apparent. Now let me illustrate this: let us take the primary major social institutions of health, education and welfare — this is a convenient use of U.S. governmental structure. These cover our major arenas with the possible exception of the spiritual. They cover the major social institutions in general that we develop for helping one another, and we can see with the diagram the social systems that we develop.



Now within each of these there will be some overlapping — a slice here and a slice over here — Can you see this? Education and health and welfare — if we take for example the health area: in a typical health service there will be a lot of health educators, public health personnel, teachers really, who are working in this area; there will be also social workers, and other people related to welfare who are part of a public health service system. In welfare, take a home for unwed mothers, you will find usually there is a school educational program, they will want to have a nurse — perhaps other medical personnel. The school system often has nurses, aides, sometimes psychiatric people in the health area employed by the school system, and we also have school social workers and others who represent the welfare segment in general, psychologists (if you can forgive me for lumping you and perhaps the counselors for the moment), but the welfare components in the broad sense rather than the specific social worker sense that would include you people as well.

All right, let's look a little bit more then at the systemic relationship presently. I think I have already indicated that this really describes the way in which the various systems juxtapose or interlock with a potential for change in the structure and program. Using our broad level again. This differs from the operational problems I'll talk about in a few minutes. But this has to do with how these systems tie in to one another and in what operations they can better engage to design and alter the basic program, rather than designing to affect how one practitioner relates to one point or how to collaborate with respect to others — pupil and his family. This is on a broad level. I have a little feeling of discomfort here, because I know that some of this is very remote from many of your immediate considerations; but I was determined I was going to stress this anyway because I think the challenge, the real challenge, to school systems has an awful lot to do with this very fact. So I have some suggested recommendations for ways of facilitating this; again I don't pretend that these are inclusive or all-comprehensive, but there are some suggestion, because I do think it's terribly desirable. Among other basic reasons, remember yesterday when Dr. Ferguson I believe it was talked about the importance of trying to get at primary prevention. Well this is the only real hope I think that we have of trying to do this. Primary prevention really means that the social systems themselves have to be hanged, sometimes very radically, in order to allow for a whole different type of total life experience to occur. It's going to affect people in these social, psychological, educational areas. It isn't just sufficient to always counter-punch, to respond after the fact with remedial types of programs. We must do some anticipating and this gives us at least a shot at some preventive work that's needed and meaningful. All right, specific suggestions then: One, *formalize* the relationships at many levels.

In other words, the school system should set out and in effect be contrasted with the other social systems to interrelate at all levels of the continual educational stream — meaning administrators, the top brass in the school system, should directly contrast with certain kinds of community relationships. Pupil personnel for instance should be contracting for certain kinds of community relationships; teachers, principals, perhaps even custodians and other service personnel, building service, physical service personnel, should be having direct kinds of relationships with other similar forces in the outside community. The more frequently they can occur, the more likely we are to achieve some total system involvement in response and hence change potential. Now let me suggest one specific kind of involvement that I think we don't usually think of in our lofty, humanitarian causes and inclinations, and that is the possibility of more relationships to the private sector rather than the public sector. I don't mean the private helping agencies although those are important too, but I'm thinking for example of how much the school attempts to relate to chambers of commerce, to real estate boards. What would really be alive is if you could really move into viable relationships with real estate boards or committees or whatever, so that together you're really trying to solve the problems of housing as bearing back respectively on the schools and the community. This would be very desirable. We've tended in the schools, I think, to let the conditions occur and have been kind of reluctant participants instead of leaders in these social causes. Someone during the last presidential campaign described Barry Goldwater as having had to be dragged, kicking and screaming into the twentieth century. Well, I think in a way, schools have had to be dragged kicking and screaming into social causes instead of looking for ways in which they can more specifically get involved and help. You might call what I have just been describing as the multi-team sector. There are a host, you see, of potential teams that we're talking about, and this is a conference essentially on the team. These are different types of teams, but they can exist.

Secondly, the people that do participate in this process, that is, representatives of the school at any level, should be hand-picked people. They shouldn't be just assigned out of their position or their profession or responsibility; they shouldn't be just assigned because they volunteer, although that's probably in most cases a very good sign. These should be people who are hand-picked in part because of their sincerity or interest in really working with other people in the community and their receptivity to change potential. To quote my dean: he describes changing curriculum in an institution of higher learning as being "second most difficult only to relocating a cemetery," and I just touch that connection because we tend to protect our own areas of endeavor and not necessarily want to change, so I'm saying when you get to solving these things, don't pick the die-hards. We need some good, compulsive kind of recently institutionalized people to handle things like payroll and things of this sort with absolute dependability and we don't want any slip-ups to occur, but with something like this you really need people with some vision and some real reaching out capacity and interest. Another suggestion (Charles DeWitt was saying they had just done this in his school system) — I think the school systems ought to employ people who are specialists in this very thing — community-school relationships. And at the risk of being parochial about this, one of the sources of such people is the profession of social work. There is a whole area of specialization in social work practice not nearly as well known as social case work, called social community organization. These people are experts in these very data. These are the kind of people who become directors of planning agencies, or the red feather agencies, and community organizers of these types of services; but practically no school systems employ people with this kind of background. They don't have to come from social work — I'm not making a brief of that per se — it just happens we do have one body of specialized training that is very relevant; there are also centers of urban development programs, there are a lot of different titles here, but are there areas of higher education which train people in community development or similar types of activity? These two are potential sources. But I think school systems ought to get out and participate and get people who know what they are doing; among other things they could help train others to do this. Now, finally in this area I would urge the school systems to make particular use of the pupil personnel workers. Most of the time the concentrated effort and even the specific assignments of the pupil personnel workers has been in the fire-putting-out area. They're called in when the system is not sufficient in itself because the needs of particular kids are so great, the specialists are called in to try to put out the fires, to help the remediation sector if you will — whatever we call it. But I'm suggesting as I travel along here that these people have particular knowledge and particular skill that would lend itself to being liaison agents between the school and the community. I was again delighted yesterday when Charles DeWitt talked about how he views it as central to the process of curriculum teams in the school system to have pupil personnel people involved, and I think if I'm quoting you correctly, Charles, you said something to the effect that these are the people who know the most about child development, or are likely to. As we know, Dr. DeWitt does not come from the child development or pupil personnel area himself. He's a generalist and primarily an educator in his own experience, but he's saying, "I want these people involved in curricular decisions". I'm saying not only this — applauding it — but that I want these people involved in the decisions, the planning decisions that relate to new or as suggesting potentially new forms of services across the board.

Finally, then, we get to the bread and butter area, the operational relationships. This is what I would call the service linkage sector. This is where we work together with the rest of the people in these other areas, other agencies — work together with them as collaborators in coordinate fashion to try to do something for those situations which are already identified as problem situations. Because, even though we do not want to move at prevention, fires are still going to break out and we still have to try and put them out. So we're working for service to kids and their kin. These, as I think I said earlier, the people we're talking about now are the helping service practitioners in the schools and outside of the schools. The professionals, the para professionals, people who are becoming more and more a part of this helping service man power pool — all of these are the people who relate to one another. Let's look a little bit at the process. I have, I think, a little different concept of team relations than those described yesterday. There is a kind of core team, which I think is what we were talking about yesterday, or the people in the school who are most likely to comprise the pupil personnel team at any given time, I think of teams, though, as more of a lastexed nature, more flexible, more of a variable membership type of team where people can come in and out as appropriate — some more likely to be involved in the team relationships consistently than others. For example, if you're talking about the relationship of say the school to the courts or public welfare, more likely you will have the social worker and/or the attendance worker in the school system who is part of this particular team; but not necessarily always, and certainly not to the exclusion of others, such as the related teacher or the psychologist or the nurse or the parent as a member of the team at some points, or the juvenile officer who is a law-enforcement person primarily. Whoever it is, what I'm saying is there is a new team with some old personnel and some new that's formed or should be formed for every particular case illustration, or case situation as presented. This I think was described — I'm just using slightly different terms. This was described by Charles DeWitt yesterday as he talked about his own operation — to bring in different people — but I am encouraging the flexibility concept because I think it's very easy to get institutionalized and then the system tends to take over and operate routinely and there isn't the dynamic input that there ought to be that's preserved. So I think it should be deliberate, that you should look and say, "Who should be involved with this particular situation," and be imaginative about it.

Okay, some specific recommendations. Whether a referral or a consultation is initiated by the school or by one of the community agencies, there should be wherever possible a planning conference (staffing) that's something like what was described yesterday — a team conference that let s all the people sit down, look at the situation, study it, make recommendations, and then agree who is going to carry what responsibility subsequently. There should be a team staffing. In actual fact, of course, you operate and you develop certain relationships, say the attendance officer or the attendance workers in the school gets to know certain court employees and he gets on the phone with them — now this is a team meeting in the sense we've talked about. But sometimes this expeditious handling would be better slowed down and more team members brought in. It isn't always enough just to get on the phone with old buddy Joe and say, "Okay, here we go again!, a new case, just like the one we had last week." And if you have some of these other points of view — this is an illustration — it can happen with any of the people involved — I didn't take this one with any ill intent in terms of saying it's more likely to occur that they get fixed in their way of handling this. With any of us we run this risk, so if we make the input of adding new people, deliberately, this is more likely to encourage us to be imaginative and comprehensive in our consideration of the child in his situation.

Secondly, and related to this and where it is feasible, bring in other people as observers, who aren't necessarily members, to that specific team. For example, bring in a teacher who isn't necessarily involved or likes that particular child. Let him see this process. This would be a wonderful in-service training device for observation reasons. Again I'm not saying anything new; but it can be used in this fashion. Most of my own practice has been on secondary school levels and we used to have a monthly staff meeting in effect with the local mental health clinic where I worked. This was just by common agreement that we got together. Usually we presented a case, we wrote up a case that we were involved in — sometimes it was the other way — and we'd sit down together. After awhile we began to realize how much value this was to us, and so we'd take somebody along who was involved say in the guidance system, to these conferences — just let them sit in even though they might not know the individual child — and it was amazing the kinds of growth that occurred, just by this exposure — sometimes also there were reactions.

This is my point three. I've already said, but will say it again quickly. The rules including the team leadership should not be too greatly cryastallized. Now this is contrary to what some of our potential points of view I think tend to build into it and even some of the institutionalization of services that occurs in the systems. We spend a great deal of time trying to define respective roles, and I could talk about this at some length. My particular thing, if you will, about this at this point, is that in a generalized sense you want definition of roles and I agree with this, and the more good guidelines one has to find his way about and to give him the security of some standardized process procedure, great. However, when it comes to any specific kid and his circumstances, I think who does what with that child should be determined not by the professional discipline primarily that the pupil personnel worker represents — really the determinant should be who can best help that kid in what way, of the team members we have, or do we need to get somebody else into the team to consider it. I see nothing wrong wih counselors or teachers making home visits, for example; this doesn't have to be left entirely to the nurse, the visiting teacher, and the attendance officer, yet many systems do in effect prescribe that that latter situation exist. I think this is terrible. At times a visit of a teacher or some other meaningful adult — someone other than the social worker let's say — is just what would be best. But it should be planned. All kinds of other variables enter in here. You'll excuse another reference to social work,, just because it is the one I'm most familiar with. There are social workers and there are social workers. I was talking with Harriet yesterday at lunch and we got into some discussion about this. I am a very verbal person and rely upon words very heavily for communication; therefore, if I try to help somebody else, it is an awful lot easier — the chances of success are a lot better — if this person is fairly verbal also, because we can communicate more quickly and more specifically. I have a very hard time with people basically non-verbal in the way they communicate, or with young children, very young, pre-schoolers as compared with older children. That is one reason I'm sure that I moved into secondary education rather than the elementary — not because I don't think elementary is as important — in fact I agree with Ferguson, his comments yesterday about the preventive concern, but because I was less competent. Therefore, why not use what I am, the best that I can. Well, I'm using this illustratively, the point is that each of us has personal strengths and weaknesses as well as professional and experiential differences and these ought to be used — we haven't even capitalized upon those intentionally — instead of pretending that every social worker is equal to every other social worker or that every counselor is equal to every other counselor. Another pet peeve of mine is the degree to which counselors have totally abdicated any responsibility for authority. They say that they cannot do counseling and have any disciplinary problems. I think that is a lot of hog wash. That doesn't mean I think their role ought to be that prescribed; it does mean that I think you can set limits for kids and still be a helping person to them, and personally I used to do this all the time — a good adult in any capacity would do it. But a whole lot of us swallowed a great bill, for a long time, that says: "You know you can't set limits and still be a counselor." Sometimes the only way you can be a good counselor is to set limits! which involves some disciplinary procedures. All right, the point is (I wasn't intentionally digressing here), the point about this is that some people do find it a lot more comfortable under whatever combination of reasons, to use authority constructively than other people do. Some people abuse it; some people are so uncomfortable they're fearful about it. There's nothing (we shouldn't be making judgments that precludes our recognizing what we are and working toward perhaps some changes ourselves, but also not being expected by ourselves or by others to do something that we don't naturally do very well. And yet old definitions sometimes get so binding that we're expected to try something we don't want to. I can give you some wonderful case illustrations of this but I won't take the time, we're just about to the prescribed ending point

Next point: There should be particular readiness to include in the team the non-baccalaureate worker. A college degree isn't the only thing that enables a person to help somebody else, and again I think Ferguson mentioned this yesterday when he was encouraging the experimentation and use of indigenous personnel. Whether they are indigenous personnel or whether they are concerned parents or whatever source, there is a revolution in helping services manpower that's occurring — we are finding in some of the anti-poverty programs and other experiments that are occurring, as Ferguson said, that many times there are kinds of contacts, communication, out reach — help that can be given by people with less training than by people with more training. We should be drawing people who are involved into the team conferences and using them respectfully and appropriately, and they should use us in the same fashion. Some of you would be amazed at how much you can learn yourself in this process.

Next: When you are working with other agencies, let's say in a school now, in making a determination that a referral should be made of a particular situation to welfare department, mental health clinic, family counseling agency, whatever it is, *don't* — this goes internally as well — don't make a prejudgment as to what those people are going to do; don't commit them to what you think ought to be done; let them make their own study and diagnostic formulation, if you want to put it in this kind of language — let them decide. They're professionals, or at least if not professionals in some cases in the strict sense, they are responsible people who are expecting to make their own judgments. That doesn't mean you don't give them information; that doesn't mean you don't describe the processes to a client. Let's say you are preparing him for referral to a family counseling agency — you can tell him what this is likely to involve for him, in helping him, but you don't say: "They will see you once a week for the next six months." You let them decide whether they will see the person at all and if so how frequently. You don't say if they are going to give a battery of subjective tests. Let them decide if they want to give a battery of subjective tests or not. Sometimes of course you are referring to more specific kinds of information, but even within the school also this happens too often. I've heard many psycholgists complain, quite rightly, that they had referrals to do — the WISC, the Binet, the Rorschach, the TAT, whatever it is — somebody else is deciding for them what test they ought to give to the kids — and who knows the most about making these decisions? Not the other people, the psychologist does. This is not analogous, but we ought to be able to say: "I think that some clinical test judgment needs to be brought to bear. Will you look at this with me, in effect to the psychologist, and see if you think some testing ought to be done and go ahead and do it, rather than prescribe the way he operates in his own professional domain. Principals, often I think, unintentionally do a lot of this because they carry the ultimate responsibility for the whole building; and they tend to box in a lot of the pupil personnel specialists, particularly those that don't come from the educational training system per se. Some of the social workers, nurses, psychologists, etc. have not been teachers previously. As a matter of fact, I disagree with Charles De Witt on this issue. There is absolutely no hard data that suggests that pupil personnel people operate more effectively because they have been teacher-trained or not teacher-trained. This is an assumption about which I will quarrel with anyone . . . . . if it is a prerequisite I think they close down a door, they reduce their likelihood of getting the best from any of the other two professions, because they're really demanding that a person be trained in two professions instead of one. And interestingly enough, of course, nobody suggests this with doctors, that they should be teacher-trained —you know that is not going to be true — and you don't exclude the doctor from the school system because he isn't a teacher first.

Next, try to avoid the two extreme pitfalls of (1) jurisdictional rivalry and (2) jurisdictional disavowal. So often in our collaboration both sides are characterized by one or both of these characteristics . . . a two-way claim to the child . . . They are both trying to say they have a gift of service and the referral is very often over-lapping.

Next: Collaborate with new agencies and programs, e.g. anti-poverty as well as the traditional ones.

Finally, and above all, perhaps be dedicated to open, continuing and honest communication. Give and receive feedback.

SUMMARIZERS

Faye Wilson

That is quite a charge he gave me. I have been involved in an area of social work but it has been a good many years ago. Today I found myself trying to list all these ideas and at the same time to thinking about these changes that have taken place. It has been a pretty difficult assignment for me, in such a short time, to get this all jelled together.

I want to thank you for allowing me to participate in this workshop. What you are doing is very, very close to my heart, naturally, since I have been in the field of social work in Alachua and Pinellas Counties, and it is an area which I think we, as principals, have to understand to use.

As I listened to Mr. Kelley and some of the discussions this morning, I believe that you know how to use the team approach effectively, but I believe you are interested in ideas for making it functional. You really have had some very good ones come out today in the team approach demonstration used by both Pinellas and Palm Beach Counties.

From the point of view from the principal, I think the most important starting point is within the school itself where you are directly serving children. In order to be effective, there must be acceptance by principal and staff at the school. They must believe that the services you have to offer are important and that they are going to help children. I agree with Mr. Kelley that Pupil Personnel specialists do not have to be teacher trained. Conversely however, I do believe that is would be to the advantage of teachers and principals to become familiar with your discipline, perhaps through in-service, in college courses for that matter, maybe at the graduate level. I think the principal sets the climate for the acceptance of this service, or for any specialist, and a good deal of what happens depends upon his understanding of what you have to offer. We have to help classroom teachers understand that support is needed in order that any program be successful. I think this is where the team approach can be so effective in school settings. Children's behavorial problems don't just disappear in a moment. The fact that you know this and that you are telling the classroom teacher this is important. My personal observation is that if you do this, and do it frequently, the classroom teachers really will go the last mile.

If we are to give more than lip service to individualized instruction, pupil personnel services or the specialists have helped the changes to come about. Of course, the end-goal of all disciplines is prevention, and I think whether it is an emotional problem or a reading problem, we still aim to keep these from occurring. The first means it seems to me is the clarification of objectives; i.e. what is it that you want to prevent? Then working toward this becomes primarily a practical matter.

I would like to turn this over to Mr. Kelley now, and I hope that I will have an opportunity to ask a question or two.

Mr. Kelley

First, I am glad to have had the opportunity to both talk to you and to listen to a fair amount of small groups, and I must say I have just been delighted with the latter. I have been known to my colleagues for many years as a real heretic and I find in this company at least some of my heresies are shared not only on the conceptual level but on the practical level. We discovered this afternoon the presentations of the two groups.

I think I mentioned to you, Fred, I was both captivated by what was practically shared with us but also a little disappointed that we didn't have an actual demonstration of a case that was being discussed by the staff. At some point I would like to see this done because I think it would be a good learning device for all of us to see the people in action, and most of all to see the specific ways in which planning could occur, to look at the curriculum, the social adjustment arena, the programming and the scheduling in the schools. For example, "What do you do with a disturbed kid on the playground or at lunch?" — "Who is going to carry what responsibilities?" — not you or I — "Who are you going to have for this assignment?" I think it would be fun to see some of the people who have been working on this team. But despite that, most of us learned a great deal in a more indirect way.

Two other comments, one deriving out of a group I was in this morning where I found their awareness of the social changes to be quite high. This is an area I almost didn't present because I was fearful that it was too far out. Yet it appears that there is some readiness to accept this. Basically what this means is that the school has not had the opportunity. The school probably has a serious and demonstrable responsibility for beginning to assert leadership in the social change area. This means social change within itself and social change within the community, and in some of these team efforts I think it would be great.

In the second group represented today a description was given of social change — what part is implicit, if not explicit, in their functioning. It would really be good to look at a school and see what it is doing, for example; in desegregation, with delinquency, what it is doing specifically to help with the marijuana problem in the secondary schools, in junior high and even in the grade schools.

I hope that all of you in pupil services are going back determined to take an extra giant step and ask to be included in more of these kinds of decisions. You are the group who are the most likely to be able to make contributions. To the principals and administrators who are here, I hope that you will go back determined to get these people involved and encourage your peers to do the same thing.

One other item that we saw in the second demonstration was not only the team operations but manifestation of the real effort to communicate. I was trying to talk about this at the end of my address this morning. There is something very special that occurs when you work together enough that the traditional masks begin to be removed and you share in a number of ways and confront one another. There are many people who become quite expert in this area of laboratory training. People, who become skilled at helping other people, look at themselves and get involved in this kind of activity. Some of the school systems which you represent may well want to look to see if it might not be good to bring in a person with this skill to work with some of your own staff. Seattle is considering this right at this very moment. I think it very likely that they will start with top administrators and get away for a few hours or few days and try to facilitate their own open communication with one another.

One of the things not specifically stated is of very great importance within this whole project. This is the example that we set. I don't expect pupils to come into our staff conferences and observe us, but by really attempting to communicate with each other and by really individualizing and by learning to love in the full sense. You do not have to like the other people with whom you work, but you should love them, respect them and appreciate them. When that begins to happen under one set of circumstances, it is going to spread. The next person you see, whether it is a student or a teacher, will be treated just a little differently than you would have treated him if you had not experienced this yourself. And there will be a tendency for this to mushroom and real honest-to-God individualization is more likely to occur.

I think this is about all I have to say at this point. Do you have any questions?

Faye Wilson

I am interested in your concept of a team. How do you broaden a team, Mr. Kelley?

Mr. Kelley

The basic point is to bring in people who are relevant to that situation. It could be almost anybody within the system or without, but somebody who knows. There was a suggestion that the after-care program of release of youngsters from state training schools would be a very good starting point for the team consideration in a system which has not operated in that manner. They could bring in at least one representative from the training school and possibly other people from community agencies who would likely be involved — not often traditionally staff people. Those of you at least in larger metropolitan areas must have some knowledge, if not direct contact, with the para-professionals or the personnel who are the block workers or the aides. These are the people frequently who come right from the community that are being served and have knowledge about what is going on, where the real world is that you or I have not been able to get. Even the most highly skilled social workers have failed at this for years; they don't have the entree. These people can be invited and can participate in team planning. They don't bring a lot of degreees, a lot of credentials but they have a lot of human credentials.

Question

How valuable do you think visiting homes is for communication between parents and school?

Faye Wilson

I am leery of teachers or guidance counselors visiting homes without first preparing the way because I have seen some pretty sad things happen. I think it takes a particular skill. It really depends upon what you go there for — i.e. if you go to deliver report cards or just for a social visit. If you are going for information, I think it takes a skilled person to do this and still not create adverse relationship between school and parent.

Question

Do your teachers make home visits?

Faye Wilson

I have never, as a principal asked my teachers to make home visits, except in certain situations. I know many principals encourage teachers to visit every home but my background makes me shy away from this just a little bit.

Mr. Kelley

May I comment just a little bit for clarification? My intent here was not to say that all guidance counselors should visit all homes. But rather break through the shackles of only operating within traditional roles. If it looks as though the guidance counselors or the teacher or whomever can do the best job can have a relevant contact, or already does, he should not be precluded by the role definition for making home visits. Now, I share some of this, but I also think, and Charles DeWitt pointed this out very, very pointedly that the in-service training that is the educational opportunity for ourselves in the team operation is enormous. You have an opportunity to prepare and train someone to make a home visit. What do you do when you go in and you can't stand the filth? How do you react to this? Are you going to drink the cup of coffee that has been offered or are you going to flit the fly out, if it is there? What is your own personalized response to this? Is this going to help you understand the family better or will it crystalize your prejudices? These are the things you can talk about and discuss. Then you can relate meaningfully. Otherwise, to go just to get the experience is a poor procedure.

DEVELOPING AND EVALUATING PUPIL PERSONNEL SERVICES

Dr. Harry Smallenburg

Thank you very much, Harry. I appreciate that introduction. You were very complimentary, but as I go on with some of these remarks I'm sure you will realize that it's the nature of the people with whom I work that has resulted in whatever accomplishments have developed in Los Angeles County. Fred Hoffman gave me a rather specific assignment; I hope to follow up on it. He said, "Will you expand upon the problems and practices outlined by Dr. DeWitt and add ideas from another school system. Would you also consider methods of developing a team approach, and will you explore the area of research and evaluation in pupil personnel services?" All of these things I will attempt to do. When he called several months ago I accepted with enthusiasm and was all set to go, but typical of the administrator with that extra something that is characteristic of a good administrator, Fred wrote my superintendent and said, "Dear Dr. Krause: We would appreciate it if you would let a member of your staff come east," and he gave some reasons why they were asking me to do so — that is, serve as a resource person. He ended up his letter with a very profound statement — one that has guided me as I thought about this morning — "We believe that it would contribute to our (meaning we in Florida) but also to *his* inservice growth," and this is what actually has happened, because as I have worked through what I have to say this morning I've been applying it to Los Angeles County. I hope we are mutually benefiting from it.

Los Angeles is a unique place, and every one of the 57 counties in California says the same thing. I'm sure this is true of every county director and every county in Florida. We think it is unique for several reasons. First of all, it has quite a few people. It had seven million when I left, and I'm not giving all because wherever I go somebody says seven million one hundred in their county, and I'm just counting on Miami saying that, and I have a few left over in case this happens. We can go to seven million two hundred thousand if we have to. We have about one million eight hundred thousand pupils. Did I say Miami County? I meant Dade County. We have 90 school districts and, of these, Los Angeles City is the one, of course, which is biggest and best known. 47% of the population of the county is in Los Angeles City. But we're fortunate in having a cluster of large cities — Long Beach is the next largest, and Don Ferguson undoubtedly mentioned something about Long Beach as one of the twenty visited by IRCOPPS. Pasadena, Santa Monica, Burbank, Glendale, Montibello — all of these are big districts; all of them are well staffed, and when you mentioned, Harry, that we had something like 150 elementary guidance people in Los Angeles County in 1954, they were strewn through all of these cities as well as in our own county office and many of the outlying districts. In addition to about eighteen large, fairly large city districts, there are seventy or so districts ranging in size down to four which are under 900. These last four districts are provided direct services through the county office.

I think what is unique about Los Angeles County as compared with your counties is that we have no authority over these school districts. Each of them has its own Board of Education, each has its own superintendent, most of the larger districts have their own Directors of Guidance, Directors of Pupil Personnel Services and Directors of Special Education. The county office has no authority, except the authority that we can bring through good practice through teamwork and through cooperation. This, I think ultimately, is true of any one of us. If you would keep in mind that the education code for California says the intermediate unit, which is us, has a three-fold function (1) to support and strengthen local school districts and the operation of educational programs in the schools, (2) to further state purposes in education (we're an arm of the state), (3) to foster reasonable uniformity; to get as much *unity* as we like within the counties without *uniformity.* These then are the rules within which we work.

When I mentioned the population and so on it was not in any sense of comparison. I'm reminded of the story you undoubtedly have heard of the Florida farmer comparing the size of his land with the Texas farmer. The Florida farmer said, "Well, I get up, have breakfast, and drive two hours to the edge of my property, turn around and come back home by noon, but it takes all morning for me to drive around the land that constitutes my farm." Whereupon, the Texas farmer said, "Well, I get up at 5 in the morning, I drive for three hours, have breakfast, I go on and drive until about 2 o'clock when I reach one of the edges, have a quick lunch and drive around some of the fences, return home and get back about 10 o'clock that night, and that's the size of my farm." The Florida farmer thought for a moment, and said, "Yes, I used to have a car like that too, but I turned it in." So, when I talk about size and so on it's with a realization that your problems are pretty much the same as ours and your needs much like ours.

Well, in an effort to think about the topic of teamwork, I tried to identify eight areas or eight targets. I've listed them on the blackboard, "Targets for Teamwork in a County School System." I think the first one, and we would all undoubtedly agree, is the reason for our existing at all — the school itself. We can go beyond that to the classroom. What have we in Los Angeles County done to attempt to meet the challenge of developing teamwork within schools? Well, as I introspect about this I think we've done a number of things. We try to help define the role of the teacher and the administrator and of the psychologist or whoever else might exist within the individual school. We've done it over quite a period of time as Harry mentioned. In an effort to develop some thinking on guidance some years ago, we looked back — checked back and found that in 1946 we put out what we called a Guidance Handbook for Elementary Schools. I remember so well five of us who worked on it and the struggles we went through in an effort to put as clearly as we could what the job of the teacher was. We listed such things as the need to relate the guidance program to the total educational program of the school. A second is to base the guidance program on the characteristics of pupils. A third is to be familiar with ways of gathering information about pupils. And we just listed five. I think you can see how much the field has changed since then. We said observation, anecdotal records, cumulative records, the testing program, key studies. These were the ways that a teacher or an administrator or a counselor could gather information about youngsters. How do we use the information in schools was our next effort. We use it in counseling; we use it in grouping within a classroom, in grading within the school, in setting up special classes, in attempting to motivate youngsters on the basis of their strengths and making them aware of areas in which they need to improve. These then were aspects of the guidance program as we then saw it. Next, how do we develop professional growth in guidance for all personnel. We believed then and still believe that to promote growth is a function of the guidance program and us as guidance workers, and we listed the ways of doing it — how we work with parents, how do the school and the community work together, and then apologetically, how do we evaluate guidance services in the elementary school. Four pages we had on that. Its virtue was, I think, its simplicity. For every one of these topics we had this outline. What is it? Who does it? How does he do it? How does he know if he's done it and a few references. As simply and as clearly as we could, we define the rule of the elementary teacher and counselor and principal. We did the same at the secondary level — the whole book — and again followed the same outline with a much more expanded outline really — more topics. Even at that time the secondary guidance program had developed far beyond the elementary.

Well, a second thing that we believe was helpful was to make these definitions, these statements, these clarifications of rule available. Since we were dealing with many schools and many teachers and many administrators, we were able to get a printer for it, but within a single school or within a school district a mimeographed statement would have been just as good or possibly better, because it would have suggested that it could be changed more often. So secondly, to provide the material the teachers could have on their desks, the principal on his desk, some idea of what a county group could do — and I should explain that we were not working in isolation; we were working with an advisory group — but what we believed to be the rules. But what else can we do within the school? We continued this matter of publications, and a few years later came out with a much bigger one — again a printed one which had the virtue of being available in large quantities, but the weakness of seeming to be more permanent than we intended it to be — again made available throughout the county to teachers and principals and to a growing number of counselors. We did the same at the secondary level. In this book we moved further in trying to clarify what we mean by the team as it works on a particular topic; for instance a special study. We said something like this: "The contributions of several persons are needed in a special study in the guidance conference. The teacher is usually the key person, and noting a child's unusual behavior asks for the services of a special study. However, the principal, the psychologist, the nurse, the welfare and attendance worker, the social worker, the remedial reading teacher, the speech therapist, the parent and others may also call attention to a child and others may be involved in some way as a special study and the case conference go on." This was the development of the special study approach involving the teachers and others, and we thought we ought to make this pretty concrete, so our special study form had a page for the teacher to fill in and, of course, several for the psychologists and one for the nurse and the doctor and the administrator, so that each person was written into the transaction. The case conference was a way of following up, and here again within the school, here again we wrote in the parts, made it essential that the teachers — several teachers — be involved as well as the psychologists and others. Here again we felt that we were facilitating and developing teamwork within the school itself.

The last method I would mention was the encouragement, the stimulation of the development of the guidance committee within each school. Such commitees are quite common, but in our category — in our list of things that might be done within a school to promote teamwork — I think this one should be mentioned. That is, trying to have a team composed of one or two teachers, hopefully those who had done some work in guidance and also have had good relationships with youngsters, and who could speak for other teachers; the nurse; the school psychologist if one is available; the counselor if one is available; the principal of the school; and the representative of the county office sitting in with the team. We thought these committees should do one of two things and possibly both of them. One thing was to serve as a kind of a case conference committee to review cases of youngsters where there had not been complete satisfaction with the earlier study and reporting. The other was to serve as a policy committee within the school, a guidance policy committee, which could deal with any of the problems related to guidance that the school staff believed important. For instance, how to develop a systematic testing program K through 8 or 7 through 12 whatever it might be. How do you make the records transferrable and useable from grade to grade and teacher to teacher? How do you determine which supplementary instruments a teacher would use in an evaluation program within the school supplementing the formal testing program? When will we test in the school, what are the guidelines for testing, for distributing test material and so on? These things then, became the policy matters. What is the place of the parent in the parent-teacher conference? These were typical of what such a committee might work on, and all of these resulted in, in fact they necessitated, cooperation among the principal, the teacher, the psychologist, the representative of the county office, or as many of these people as existed. And I should say that we have systems like Long Beach which was one of the twenty selected for its outstanding school organization in the nation and was mentioned, I'm sure, by Don Ferguson. We have districts that are struggling along with one elementary counselor or school psychologist serving four or five thousand youngsters. We have some where the principal is the chief guidance agent and has no technical assistance and depends upon the county office for its help. I hope I am not conveying the idea that in each school there is a perfect pupil personnel team. This we have not achieved. Few school systems have. The closest to it I know of is in New York City, a more effective school program which you may have read about. Here they have tried to place in schools that are especially needy a full battery of pupil personnel workers — the elementary counselor, the principal, the school psychologist, social workers, remedial reading teachers — a full battery of people within the individual school. There, of course, there is the possibility of the full fledged team.

O.K., number two. Let us see why we move toward teamwork within the school district, again evaluating our own efforts. I guess I would have given up my work evalulating ourselves on number one. Probably a plus on our efforts to clarify and to make available, but minus in terms of do we reach everyone of the 1600 schools in Los Angeles County. Obviously, we do not. We have to work with the district leadership just as you do, and here the effort is unending because, as we feel that we've accomplished some things through workshops, through seminars, through inservice meetings of various kinds, we lose people who move on to better jobs — move to Florida; they get away from us. and we have to continually attempt to develop the skills and the knowledge within the school staff. Within the school district — what do we do here? First of all, we consult with the district organization — with the district administrator regarding the organization of the school staff. We have representatives from the county office available to serve regions of the county and districts within those regions. We have developed with the help of the school administrative advisory committee a list of standards. They happen to be the standards that most professional organizations would advocate — one psychologist per 2,000 youngsters, one counselor at the elementary level for 600 — we know it isn't enough, but it's better than most of our schools have — a child welfare and attendance worker for 1500 or 2000, a nurse — we are using the nurses' standards, but our staff would become available to them, and our assistant director or I would go to a district on this type of organizational approach to discuss with the superintendent the type of organization that might be appropriate and would be desirable. This has been very timely with us, as I am sure, it has with many of you in many of your districts. We've had districts that started with 800 in September and ended with 2,000 in June and moved onto 5,000 the following September and 10,000 in a year or two. And superintendents who came in with the realization that this kind of growth was coming. For instance, an aircraft factory was destined to move into Burbank or into Domney or wherever it might be. Covina Valley was a good example — not of a factory moving in but the people who would work in the factories, in the tactical industries, moving in and moving in at a rate so great the superintendent realized he had to staff now for the pupil population he would have in one year and two years and three years. Some superintendents began with the Director of Pupil Personnel Services and with the psychologist — hopefully one for 2,000 youngsters — as the district grew, with child welfare and attendance, with a battery of people at the district level available to serve the youngsters who were still to come in and who came in during the course of the year.· The county office can be helpful in establishing the framework for this kind of an organization within a school district.

We can help to establish a Guidance Council. Here again it would be a systemwide cooperation approach with a representative from each of the school guidance committees serving this Guidance Council. At the district level we try to distinguish a committee within the school, a council for the school district, a means of establishing communication between schools and developing the policy of the school at the district level. We can assist in screening for district administrators of pupil personnel services. Every once in awhile we are invited to sit in on a screening team in a district, and in this way can help the district select the person who will develop the teamwork within the district. We schedule workshops, special seminars for administrators. I think of one held just a few weeks ago, specifically aimed at the school superintendent and the assistant superintendents but including the Directors of Pupil Personnel work also. We invited Ed Landy, whom some of you know as Assistat Superintendent of Newton Public Schools, formerly Professor of Education at Harvard, Director of the Institute that some of you have attended there, to meet with this group Dr. Landy has a way of presenting the essentials of the services to pupils, having them stand in relation to the instructional services to pupils, and pointing out the need for leadership in both of these types of educational service — the pupil personnel and the instructional. Well, this kind of meeting held in four areas of the county was very productive. We probably had 100 administrators, more of them assistants than superintendents but many superintendents also, sitting in and discussing, sometimes for the first time in a group with their own Director, the types of programs that could be developed in their own districts. But here is a way that a county, that our county at least, has attempted to develop teamwork by setting up the situations that facilitate it. Child Study Workshops for School Administrators — this is a tremendous help. We have had the Maryland Child Study Programs for a number of years, going back fourteen or fifteen in all, and periodically, maybe once every three or four years, we have had the school superintendents and their assistants go up into the mountains or to the desert for three or four days to discuss with people like Dr. Prescott, the director of the program, what the implications are of a child study program for school districts. Well, these then are things that might be done to try to get at this target of serving the individual district, developing teamwork, setting up and helping the district to establish what people are needed to make a team and helping them to get under way.

Within a county what are the opportunities for teamwork? Well, here we have a number of attempts working with various success. One of them is what we call a Guidance Directors Council. This is composed of the Directors of Guidance of the sixteen largest school districts in the county. The districts that are over a certain size — I think the size is 5,000 — the districts that have a number of people at the central office level so that the problems that these directors have are common problems. This group meets once a month with an open agenda — "what are your problems today?" — and the guidance people always have them as you know. Sometimes they're the thing that just happened the day before. I think the last time one of our people had been placed on the witness stand and asked to explain why a certain youngster had been excluded from school. When you get one person presenting this problem and the other fifteen saying, "well, this is the way it was with us in our district," you have quite a productive kind of discussion. So the Guidance Council of the Directors of Guidance is a county-wide guidance council with all of the people responsible for guidance services within the county meeting about four times a year to hear new legislation, to consider implications of the legislation for our guidance operation within the county, and to deal with the tough problems. One of the toughest we've had — and our group tends to be a friendly one; I think guidance people are; they work together; they see common problems; they have empathy and all of the things that cement a group — but when we got into the topic of what do you do with a drug offender at the high school level, we split wide open, and we found then although we didn't realize it before, but on a crucial problem of this kind, a current problem facing every high school principal and certainly every guidance worker, there are two points of view. One, let's get rid of this kid; he's bad for the school; he's bad for the community; we don't want him in our district. Two, look, he's a boy or a girl just like any one else; he's deserving of counseling; he's deserving of psychological assistance; he's deserving of all the help that we can give him within the school system. Finally we resolved it simply by having a meeting of all the guidance people and administrators who would respond. It was a roomful of seventy or so with a panel presenting the different points of view in an effort to come up with some guidelines. That's all we can have in our county — guidelines — we can't expect to get by with rules that everyone follows. But the guidelines statement on a single page has been helpful. We get requests for it daily.

Well, two efforts then to bring people together at the director level. We have a research council since research happens to be one of the responsibilities of our division. We have a similar one in special education. The County Administrator's Committee on Mental Health has been a real help. I mention that they developed and approved the standards and ratios that we use, but some superintendents were invited by the county superintendent to sit in on problems of guidance, development of points of view regarding mental health in the classroom, and regarding the standards and ratios that are needed in an effective guidance system. But here we ran into an interesting thing at a meeting in which the superintendents said "Give us a plan" and we said, "Well, do you want a realistic plan or do you want one that really represents the best thinking of guidance people in the country today?" They said, "Well, we realize what you mean when you say realistic. Are you saying give us a plan that there is a chance of approving this year? When you say give us the ideal do you mean give us the dream? What we want is the dream — give us the ultimate. We may not achieve it next year or this year, but we'll move towards it." So, of course, we were delighted to do that. Well, a newsletter, we feel going out to all administrators, all guidance personnel, all research, all special education people is another way of achieving this teamwork — of advancing teamwork — within the county through common understanding and through knowledge of current developments.

Number four, pupil personnel services organizations within the county; we're loaded with them. Probably the large counties throughout the country are. For instance, we have Los Angeles County Elementary Guidance Group, Los Angeles County Secondary Guidance Group with three area groups, subsidiary to it, Los Angeles City Counselors, Long Beach City Counselors, the Los Angeles County Administrators of Special Education, the Los Angeles County Nurses Association, in all about fourteen such groups — county groups — and then we have state groups with county representation. We are moving back into this field. About seven years ago we said, "O.K. this is no longer a county responsibility. The state has its state organizations, let's rule ourselves out of this." But we found that we couldn't, and so just last week we had a conference of the Council of Pupil Personnel Services of Los Angeles County with representations from all of these organizations. Don Ferguson, by the way, was our keynote speaker. In two weeks we have the evaluation committee on this conference. Then we'll move back, I believe, and have a formal council with the presidents of each of these twelve to eighteen groups meeting together three or four times a year for purposes of communication, planning, planning a conference, arranging for speakers, saving on money for out-of-state speakers, scheduling events so we don't have three different groups having the same event the same day — all of these things — and so I believe we're going to reestablish this group. It will be called, I believe, the Los Angeles Council of Research in Pupil Personnel Services Organization, and the only objection we've heard this far is that the acronym for this is LACORPPSO, and some are afraid it may have a short life. Well, within the county no matter what the size, I think, we should take the opportunity of bringing together all pupil personnel services — those running from special education to research, which we feel in our county is a pupil-serving operation.

Well, teamwork as it relates to the community. Here again, I think that we, as county guidance workers, should be reaching out. We have an unusual situation in Los Angeles County. At least the director of this operation says it's the only one in the country. It's called the Menal Retardation Services Board. It brings together all of the county organizations. Now I'm not talking just of education and county schools, but also the County Health Department, County Mental Health Department, the County Department of Social Services, with representatives of all the state organizations that deal with the mentally retarded. These are six of these, Department of Education, Department of Rehabilitation, Department of Social Work and several others. These people meet once a month in what is called the Joint Agencies Project. Joint agencies, we have found, maybe you have too, is a way of setting up an operation of organizations which enables those organizations to do more than any one of the twelve could do separately. This operations was set up with the approval of the County Board of Supervisors and now bands together these twelve state and county organizations that are responsible for serving children. We heard the three-year report just two days ago, and it is amazing how much has been accomplished in this organization to band together the people who serve just one type of needy child — the mentally retarded.

We found the PTA has been a tremendous resource and ally and teamworker with us. They helped us; in fact, they paid for the money that was essential in preparing a series of thirteen television programs, "Paging Parents." It was put on by two members of our staff, one member of the District Staff, with PTA questioners. In each program it has been a great help in making community people, the public at large, aware of guidance services. We find the PTA helpful in a number of other ways. I know we all tend to look upon PTA as a group that meets in the school, the school where we teach or where our youngsters go to, and that it's a group that has a president who's just learning to be an administrator, having trouble presiding, planning an agenda, and so on. But I hope that you know the PTA also as a council and as a state group and as a national group. Just like a school system, when you get to talk with the president of AASA you're dealing with a man who can talk with a state superintendent, or a city superintendent or whoever it might be, and is a person who talks with all the know-how and the prestige and the effectiveness of a banker or a top lawyer or an M.D. In the PTA you find this same precision in thinking and policy development and long term planning as you get into the district council, to the district, state and national level. I found that the PTA is working on a number of things that can help you if you're not already using them. One of them is the development of this little book *Children's Emotional Health,* the PTA guide for community services. This outlines what the PTA's can do to study the resources in the community including the school guidance services, plus many others from pre-natal through old age — anything that affects children's emotional health. It includes illustrations of the ways various communities have met this challenge. Well, here's a document that would be a wonderful course of study for a seminar, "PTA, the Community Group." They also have guidelines as part of their organizational setup at the national, the state, the county, the district council and the unit, the school unit to help the mental health chairman. There is available to him a handbook *Guidelines for the PTA Mental Health Chairman* which discusses things that we're concerned about such as what is mental health? What do we mean by mental health in the school curriculum? what is the role of the school staff in mental health? mental health in the community, mental health in the family, and so on. All of these are dealt with and available to you as a resource to work with through your PTA. In addition they have a chapter "Mental Health Activities Reported by Citizens Organizations" that lists what the Junior Chamber does. Do you realize the resource of the Junior Chamber in your area? They too have a mental health and mental retardation program. I think if you find such a president in your community you would find him a great ally. Better known, I think, are the services of the Lions Club, the Kiwanis Club and the Optimist Club. All of these groups are available — ready to become members of a team — so you see it's appropriate to bring them in.

One other effort of the PTA that I think should be mentioned. This is the national PTA project on children's emotional health. It will begin as of July 1st and continue for three years under a grant through the National Institute on Mental Health. The effort here will be to bring to every state and to every local unit over a three year period the interest of the PTA in stimulating the state, county, district, and PTA local unit in studying the local resources and bringing together the people who could assist them in developing a better program for children within the community. This should come to your attention some time next year — the PTA Children's Emotional Health project. I think you will find it a resource worthy of studies.

Number six, the county staff as a whole. I think that we need to be aware of the possibilities for teamwork within the country staff. Within our area we've struggled with this on and off through all of the twenty-four years I have been in the country. How do you have a team with curriculum people, with educational media, with health, with phys ed, with guidance and pupil personnel, with child welfare and attendance, and so on? I think beginning September 1st we are going to have the best arrangement we've ever had. We have divided the county into seven regions. For each region there will be a curriculum and instructional consultant and a research and pupil personnel consultant and a person from the Pace Program, the federal projects program. This will be the basic team serving that region of the county. They'll meet with the superintendents. They'll meet with the supervisory and administrative staff of districts within that region, and I think for the first time the pupil personnel people can take their righful place as members of this county level service team. Why hasn't it worked in the past? Because pupil personnel staffs have always, I think, had fewer people than instructional staffs, and our staff was always going to twice and three times as many meetings as the instructional people. We could never keep up. We were not good teammates in the sense that we weren't there sometimes when we were needed. We think we have the answer. We're going to look at it very carefully and critically this year. We think by having a smaller number of regions and a similar number of staff with representation from each of the basic services within the county, we can go ahead more effectively. We'll have specialized assignments then within each of the staffs. An interdivisional committee on special education is another way of achieving teamwork in the county office. Although special education happens to be the responsibility of our division — that is, the operation of special schools and classes — nevertheless, every division of the county office has some responsibility. Curriculum and instruction certainly affects what happens in the classroom, and so we have meetings three or four times a year with representation from all divisions on problems of special ed.

So, number seven, teamwork within the division of pupil personnel services. Here we are learning this year. We have gone through a period of reorganization. For years we were a division with an assistant, director, and with a growing group beginning with about ten people back in 1944, up to about 200 or 225 now, with most of these being special education staff. We have just reorganized with three assistant division heads with one in charge of research and data processing, one in charge of special ed and one in charge of pupil personnel. When I saw this development I said, "The millenium is here; our problems are over; we have administration, assisting administration and things will move forward in great shape," but I am sure you realize what happened. We suddenly had three units within a group that at one time was a single unit, and our problem this year has been not only to move forward in research and special ed and pupil personnel, but also to have the cross-cutting, the cross-communication that is essential if you're going to have a cooperative, unified approach to pupil personnel services within the county. So I mentioned teamwork within our own operating unit whether it's one of four people or of four hundred. There has to be within our own operation this realization that this is a problem and efforts to work on it. We do it, of course, through staff meetings once a month. Here the various divisions or various sections within the divisions report. We do it through section meetings. These are our best meetings where each unit meets by itself. We do it through guidance services. Several years ago we, at the Division of Research as it was then called, developed what we call the "Guide to Services," and listed fourteen basic services. We described under each one what do we mean by this, what questions do school districts ask us that we should be able to answer under this service, and what answers will we give.

Well, we did that in two or three pages for each service. The "Guide to Services" can be helpful in achieving teamwork within a division itself. We're working on that, and we have a new method. Again, *next* year — I hate to admit that next year with all of my enthusiasm, I'm going to be on ten months leave, but I have great hope for what they're going to do while I'm gone — because one of the things we've been aiming for is skill in system analysis. Three members of our staff have been attending a quickie training program, twenty days for each of them; they were gone most of the year at times when I needed them; but from this training, we believe, that next year we can apply system analysis to our operation just as it was applied to the Department of Defense by the very able director of that group. What is the mission of the Division of Research in Pupil Personnel Services? What are the legal authorizations? What are the things that keep us from accomplishing it? What do we have to do, one, two, three, four? How do we know if we've accomplished this? All of these things, I believe, will come out of this effort to develop a more systematic approach. And I don't apologize for what we've done in the past. I think it's been adequate. We *can* become more precise and we *have* to if we're going to move into the type of evaluation that we want to have.

Well, I think I'm within my time limits. I started a little after the time I was to start, and I'm aiming for about eight to ten minutes more. And in this time we'd like to talk about efforts that the county, our county, has made in developing a research and evaluation approach to helping school districts. First of all, we recognize the importance of evaluation. We also recognize that we're working in an area in which it's pretty difficult to evaluate. We believe though that only through regular and systematic evaluation can the effectiveness of pupil personnel programs be demonstrated and desirable changes made. There seem to be three kinds of data that can be brought to bear in evaluating pupil personnel services. One is enumerative data — showing amounts, questions such as how many and how long produce data of this kind. Essentially, enumerative data reflect the amounts of time spent by pupil personnel specialists. Such information helps to determine to what degree program objectives are being met. For example, if the data show that the specialists spend a great deal of their time with a few children who have serious problems, the evaluator could rightly question whether the objective of providing preventive or developmental services to all pupils is being accomplished. Enumerative data are objective. A second type of data would be opinion data. Such data reflect subjective attitudes. Opinion data are essential in making an evaluation for they show how pupils, teachers and other clientele feel about pupil personnel services. The extent to which clientele perceive the guidance specialists to be performing significant, valuable and effective services is obviously important. Without their support and cooperation the program will suffer. The third kind of data is outcome data. This may be either objective or subjective. Of the three kinds of data, outcome data show most directly the extent to which the objectives have been achieved. They help to answer key questions such as: Do most pupils actually achieve in school subjects according to their ability levels? Are the performance expectations for pupils held by teachers, parents and pupils generally congruant? They may reflect immediate or long-range results. Well, from these we can develop a few guidelines.

I think it might be good here to take one objective and illustrate how these three kinds of data could be used. Suppose one objective of our guidance program within this school is to assist each pupil to achieve at a level commensurate with his ability, one of our basic goals I am sure. The question becomes what is the correlation between the pupil's ability and his achievement. Then, if you think in terms of three columns: The first, enumerative data or simple counting — compare the pupils' percentile rankings on the California Achievement Test in reading to their scores on the California Test in Mental Maturity, compare percentiles in ability with achievement in reading, or compare pupils' percentile rankings on a Wide Range Achievement Test to their scores on the Binet — enumerative data then. Opinion data — what does a teacher think of the pupil's progress? What is her perception, her opinion about his progress? For example, do teacher reports indicate improvement in school subjects? Outcome data or behavioral change — what are the results of pre- and post-testing in reading or whatever it might be? For example: do pupils show improvement in post-tests of reading and other skills? Well, this could be done for a number of objectives such as to promote effective interpersonal behavior, to assist each pupil, teacher, parent to agree on the achievements of behavior to be expected of a child and so on. One approach then is this one of trying to define various kinds of behavior and ways of getting the data that would illustrate it.

But what can a county do about it? Especially a county like ours that has, as I have said, no direct authority, and that has 90 school districts any one of which may want to get into an evaluation program — or not — some of whom are very sophisticated in their evaluation programs or their programs of self-study — and some who would say that's not for us, let's get the job done, let's get the kids tested and placed and not worry about whether or not there's a research design. But we've had to use this approach, to develop a packet or a portfolio. I say our first one was a packet. What we developed last week was called a portfolio, which represents progress on our part, too. So we have a portfolio of approaches to evaluation of pupil personnel services, and in it we have examples of techniques or methods for gathering data in evaluation of guidance services. We've gone through the literature available to us, we've listened to speeches, we've talked with authorities and have listed, picked out the best we could find of checklists or profile sheets. Here's one called *"Evaluation of Criteria of Guidance Services."* It lists guidance needs and the other services provided in the schools. Here is an evaluation of district guidance, a rather extensive program, ratings, guidance planning and personnel objective data. This I am sure came from the U.S. Office of Education. Here is an evaluation guidance service "How Do Guidance Specialists Contribute to the School Objectives" and this came from *Guiding Today's Children,* one of the books I mentioned earlier. "Evaluating the Guidance Program" comes from Clifford Erickson's book way back in 1947. Self-evaluation checklist — I think this is an awfully good one developed by a member of my staff telling the number of persons, or number of hours per day on each of the jobs that go with pupil personnel work, the enrollment, the certain percent of total budget. Here's one that's a gem that's been lurking in the literature, I think, for many years. It's called a "Scale for Evaluating Guidance in Elementary Schools." It was developed by Inger McDaniel, when she was Director of Guidance, San Fernadino County. She took ten of the things that are essential to elementary guidance and put them on a five point scale. For instance the first one she listed was understanding needs of students, and point one under that was little attention to children as individuals in this school; traditional assignment to grades; traditional classroom environment. Point or rating three — teachers study children and modify the educational program to meet needs of children; meeting individual differences; good classroom climate. And then five — which would be the highest rating — teachers participate in an ongoing program with child study and also utilize findings from specialists in case study techniques, and so on spelling out some of the essentials of a good guidance program. Well, when a staff or a principal says, "I'd really like to know what our school is like," and when his teachers say the same thing and are willing to fill this in — they don't have to show their name or their grade; it may come through in some way or other, but we would hope that it would be treated anonymously by the principal or by the psychologist from the county office — a district or school can get a very good summary of what teachers think is characteristic of their guidance program and objectives to the extent that such an arrangement is objective. And this, of course, is the starting point for faculty meetings, for discussions with the superintendent, by work by the couny office in helping the district.

Well, the final pulling together, I think, of research exists on four levels — the first is a simple observation of the fewer kids absent, fewer late, fewer who are referred to the principal for disciplinary purposes and so on. Simple observation of what goes on in the school. The second a systematic observation, and these checklists represent a step in that direction. The third would be planned studies. A drop-out study, I think, is a good illustration of this; a follow-up of students after they have left one, three, five, ten years. Studies of this kind that represent a plan — a systematic approach to what happens to youngsters. And the fourth, is a designed research. This is the type that would be done for a doctoral dissertation. Wherever you have a doctoral candidate in your school system I hope that you will encourage him or her to move ahead on a program that would involve evaluation of guidance. Some of our best studies have come from our own staff — evaluation of the child study program; evaluation of the causes — how did Dr. Dolan word it — school causes of delinquency; this was such a hot one that we couldn't release it for several years and then only to selected principals and superintendents, evaluation of the program for educationally handicapped children and so on. These things that are going on, if you can find a member of your staff or someone from outside your staff to measure them, are fine. But throughout all of this I hope we won't look to this fourth level of research, the designed research, as essential Something that is descriptive of what you are doing, something that will be pupil-based, show simple progress I think is what we need and we hope that you will find it.

Throughout all of these, teamwork is essential, throughout all of these aids. I have a few one-sentence guidelines, and I hope you won't look upon them, however, as you might upon a sign on a small pharmacy shop in Great Britain that said "prescriptions filled with deadly accuracy." These are not prescriptions. They are directed to me as well as to you. I think if we're going to have teamwork we've got to have a recognition and belief in the importance of working together first. We have to have the willingness of the administrator to allocate time. All of these things that we've been talking about from the guidance committee and the guidance council through the countywide council require time, and administrators have to realize it and be willing to make it available. Third, who is on the team depends upon the purpose of the team. There is nothing, I think, that is more unfair to a principal than to have him sitting in on a team that doesn't require his presence. There are times when the principal isn't needed, but when he is we should know it and he should be there if he possibly can be. Fourth, we should have representation from all of the services involved. We've got to have trust. Confidence in one another is the fifth point, I believe. We've got to recognize that we are inherently honest and open and anxious to develop something that's for the good of youngsters. Six, I think we have to recognize that it makes no difference who gets credit as long as the job is done. And this is a tough one; to see somebody else get the credit when we've done the work isn't easy, but as long as the work is done probably the main thing has been accomplished. And we should have an effort to evaluate what the committee has done through any of the methods that I have mentioned rather quickly.

Finally, I'd like to illustrate what I believe is the essence of teamwork through a story of a famous organist who was traveling through the west playing concerts on whatever organs he found in whatever meeting halls he found. He finally ran across one in a small western community, an organ like none other in that it didn't have the usual way of gathering wind through the pipes. It had to have a man who blew, who pumped. This man was out of sight down below the organist, but he was a very proud old man. Well, the organist came in with a flourish and sat down, introduced himself to the audience and said, "I will now play The Stars and Stripes Forever," and he pounced his fingers on the keys but no sound came. So he again bowed and said with a flourish that "I will now play The Stars and Stripes Forever," and again he hit the keys and nothing happened. Then a voice came out from under the organ loft, and he said "When you say '*We* will play The Stars and Stripes Forever,' you'll have better luck."

Thank you.

CASE CONFERENCES IN SCHOOLS

Dr. Bruce Shear

At the time of my first experience with "case conferences" in schools, the pupil personnel concept was quite unknown to me. After about five years as teacher and four years as a teacher-counselor, by 1940 I was starting the second year of my first full-time guidance job.

The title was guidance director but I was at the time the first and only counselor on the scene. Actually, there were some direction aspects to the position. I had cerain responsibilities in the elementary schools and was a member of the district administrator's "inner circle."

There were other ways in which I acted in a broader educational sphere than the strictest definitions of "counselor" imply. I tried, successfully I think, to bring teachers into many activities of the guidance program. Parent contacts, both in school and in the home, were instigated and group guidance activities for parents were conducted, with parents involved in the planning and publicizing. I was well advised throughout the year by two student groups, each elected through the homerooms — the junior high school guidance committee and the senior high school guidance committee.

I know many counselors and others in pupil personnel services will wonder why such points are brought up. They will say, "Of course, we work closely with teachers, parents and pupils." Nevertheless, after spending the last 15-20 years reading staff reports of visits to school guidance programs, I am very much concerned when I continue to read recommendations to the effect that:

> "Counselors should do more to help teachers become more active participants in the school guidance program."
>
> "Counselors should work more closely with parents in behalf of the school progress and planning of the pupil."

It would seem that after all these years such ways would have become standard operating procedures in guidance program development and not still need attention in so many visit recommendations. (Here I am using "counselor" as an example. Any other pupil personnel title could be used and the same thoughts would apply.)

Then as to the student advice bit, it really shakes me when we sit down and listen to a group of high school juniors and seniors react to their educational experiences, including those with counselors. And if there happen to be come "disadvantaged" but able and articulate students in the group, some counselors had better close their ears. Perhaps many of the things the students say in complaint are reflections of counselor overload. But more than a few are indications of lack of counselor sensitivity and understanding.

But now I'd better get off this digression, stop picking on pupil personnel staff members, and start in the direction of "coordination of pupil personnel services."

I was lucky in that first full-time guidance job that the district administrator (and such others as the school principals and elementary school supervisor) thought of children as well as of content in education. Perhaps that was one reason that it seemed rather easy to get guidance program development ideas so broadly accepted. The idea of considering the individual filtered down from the top. At any rate, this emphasis on the pupil led to one of my most interesting and productive experiences in education

In that district, the elementary school teachers kept and used very extensive pupil records. They used them to understand pupil characteristicts, to adapt teaching to individual needs, to chart pupil growth and development, and to interpret and discuss this with parents. These records then became available to the junior high school for further expansion and possible use.

The district administrator became concerned that secondary school teachers should make as good contributions to and use of pupil records as had the elementary school teachers. With more teachers for each pupil, this was a different kind of problem. How to get the information to the teachers in a way that it would be useful to them?

After some discussion it was decided that each Tuesday, the last period of the school day (an activity period), the seventh grade teachers would be freed of their homeroom assignments to meet in the counselor's office to discuss pupils. The same arrangements was made for the ninth grade teachers each Wednesday. These meetings were held regularly from mid-September to the close of school in June.

By the end of the year each pupil in each grade had been the subject of discussion in order that the group of teachers and the counselor might review his progress in school in the light of his strengths and weaknesses. Some had been discussed and then re-discussed. The group was not attempting to diagnose and solve pupil problems of a deep-seated, long-standing nature. Rather, the objectives of the guidance oriented review were to sensitize teachers and counselor to the characteristics and educational needs of each pupil, to take a good look at the pupil's school experiences and progress, to relate these to pupil and parent aspirations and plans for the pupil, and to generate ideas for continuing fruitful school experiences for the pupil.

Each week three to five pupils were discussed beyond last period. Teachers or others could ask to have a certain pupil scheduled ahead of what otherwise would be his order, if they felt earlier consideration should be given to him for any reason. The teachers, knowing the schedule about a month in advance, prepared an anecdotal summary of their observations of the pupil's school adjustment and progress, and sometimes in their remarks they gave attention to the school's non-adjustment to the pupil.

The counselor contributed information from the pupil's elementary school record (home and family data, school marks, test results, teacher comments, longitudinal data on the pupil's development in school). He also reported on his interview with the pupil and on his visit to the home. The school nurse, alerted in advance to the pupils under consideration, sometimes attended the conference to report on health information that might have a bearing on a pupil's development.

The round of reporting was usually followed by questions, discussion, and suggestions. Teachers often indicated modifications of classroom approaches they would be considering in the light of some information presented at the conference. Sometimes further study, referrals, and followup activities were recommended. Sometimes discussion of pupil problems led to questions and discussion on the need for study and possible modification of school programs and policies. Rather simple illustration — project termination.

Actually, the term "case conference" does not quite fit the activity. A better term might be "guidance conference." This was the name by Norman Fenton in his 1943 book *Mental Hygiene in School Practice* (Stanford University Press). In his chapter on the topic, "The Guidance Conference," he said, "The guidance conference is essentially a systematic means of doing effectively and logically what perhaps is already being done in rather haphazard fashion. It assures the principal of a single, though fairly long, conference during which there will be an orderly presentation of all facts and points of view regarding the child, instead of services of unorganized individual conferences with the child's parents and teachers. Thus, from the standpoint of the conscientious principal who gives much time and thought to the welfare of individual pupils, the guidance conference is a means of conserving time while giving better service. His teachers may then receive adequate information and comprehensive programs for their pupils, rather than hasty recommendations and snap judgments. Although a good deal of time is required for compiling the necessary information, it is time well spent. From the standpoint of effectively adjusting the child, the guidance conference involves in the long run an economy of energy for the principal and the teachers." (page 70) Only good practice to do a "round-up" type assignments once a year, going beyond just looking down a column of semester grades.

Very often a teacher who has been working with one or more pupil personnel staff members for better understanding of one of her pupils, will recognize the need for a broader and deeper study of the pupil by a larger and more diversified group. In years past, in many school systems, this could only be accomplished by referring to an agency outside the schools. This was quite often a long and tedious process which finally produced information quite unintelligible to teachers and having little relationship to the school setting. Hopefully, with educationally oriented pupil personnel services in the schools, in adequate and balanced numbers, school-based case conferences can be staffed to provide for such pupil study.

The most usual location of a case conference is a school building. It may involve one or more teachers and others who serve in the building, including some who are in the school on a part-time basis. Some case conferences go beyond the limits of a single school to include a wider variety of personnel with knowledge of the pupil and his environment. Some of these personnel may be more specialized consultants, such as psychiatrists and other medical specialists. Teachers and others with previous school contacts with the pupil may be helpful in certain cases. Sometimes professional personnel from other community agencies may be present to contribute information and to participate in discussion and case planning.

In school-based case conferences the participants may change from time to time depending on the pupil problems to be studied. The principal or his designated representative is usually in attendance. In secondary schools, in which there is an administrative assignment for coordination of the pupil personnel services, this person will be a regular participant, perhaps often the conference leader. The principal will find that his own attendance at a significant number of case conferences throughout the year affords him one of the best opportunities to be continually sensitive to pupil problems in relation to school programs and policies. Case conferences can be very good "listening posts" in this respect, when they are properly conducted in an "open" atmosphere. I am acquainted with a number of pupil personnel administrators who, although they are very busy, make it a point to be in quite regular attendance at building case conferences throughout their school districts.

The counselor whose counselee is involved will be a member of the conference team, and others who will often participate are the school nurse, school psychologist, school social worker and attendance worker. One or more of the pupil's teachers usually participates. Sometimes certain remedial specialists and others are asked to attend. The staff member who made the original referral, or members of a small group who referred the case for major conference attention should be present.

How do we get part-time staff members to attend? By arranging or rearranging their schedules to make this attendance possible. How do we get teachers to attend on school time? By making other arrangements to have their classes covered, by paid substitutes if necessary. How do we get union staff members to attend case conferences "after school?" Union contract terms should accommodate good educational practices.

In some schools, an argument used to "ward off" case conferences is the one about the time and manpower consumed. Some schools determine the frequency of case conferences — weekly, bi-monthly, monthly, once a semester — by "the number of cases we have." Some schools follow a regular schedule of case conferences throughout the year. It is not uncommon for this schedule to provide for one two-hour case conference period each week. The school people so involved say that such an arrangement saves time and staff energy. They point to less lost motion, less overlapping and duplication of effort, and less chance for inappropriate decisions or for contradictory and inconsistent efforts based on insufficient information. They also point to the situations in which case conferences are infrequent and in which only very advanced and complex cases are considered. They note that the purpose and result of such case conferences is often to dispose of the pupil rather than to seek further help for him in the school.

White and Harris (The School Psychologist, p.264) list certain principles which "should underly the philosophy of staff conferences if they are to proceed constructively:

1. No one service should consider itself as predominant in its interest in or responsibility for the child. The staff conference offers an opportunity for sharing of ideas and reaching mutual decisions.

2. The staff conference is itself another step in the process of helping a child, not a conclusion of a means of disposing of a student's problem.

3. Rules of confidentiality must apply. The material discussed at the conference is for the use of the people present and should be communicated or applied elsewhere only insofar as conference as a whole has judged this to be advisable.

4. The members are there to offer the information they have obtained and to obtain information from the other members. Their ultimate goal is to make recommendations that may assist the student toward more successful adjustment, and this can be accomplished only after thorough consideration of all points of view. It is not helpful for one discipline to enter the conference with a pre-determined decision to be forced upon the others.

5. Effective coordination stems from cooperative action and mutual respect for the participation of each individual. It must be recognized that no one person can supply all of a student's needs or solve all of his problems."

In the school, a staff member should be designated to coordinate the case conference program. A logical choice would be the person already assigned to coordinate the pupil personnel services in the building. The case conference agenda should be distributed well in advance, giving participants the opportunity to review and update their information about the pupils to be discussed. Often the agenda may include the review and followup of cases previously considered.

The case conference chairman should be skilled in discussion group leadership. An argument for some continuity in the chairman assignment is that this may encourage and provide the opportunity for the development of group leadership skills. It may be well, however, to have this chance at leadership training passed around. At the start of the conference the chairman should review the agenda and then allow for desirable flexibility. He should assist participants in making their contributions. In the first round the presentations should probably be limited to information giving, with interpretations, discussions, and assessments to follow. In any case, the leader must keep the discussion in focus. He may need to provide for clarification of information, issues, and conflicting views. He should summarize conference recommendations and restate the assigned future roles of conference participants or other staff members in connection with each case.

Provision should be made for a summary record of the central points of discussion and of the recommendations and assignments. Periodic review of original and followup summaries will help case conference participants see more clearly the progress which is being made in solving the pupil's problems. Light may also be shed on school and other situations which cause problems and on program or policy adjustments which would be desirable in these situations.

The merits of the case conference procedure are stated by Eiserer

(The School Psychologist, p.38) in this way: "While group problem-solving is not inherently superior to individual effort, in many situations the case conference is an invaluable device with virtues of its own. It is necessarily the case that each member of the school learns about a pupil under limited circumstances. The teacher, the nurse, the special teacher, the principal, and others acquire particular perceptions of a pupil based on their contacts with him. Since each staff member also enacts a different role in the total educational enterprise, he is likely to view a pupil wih the expectations relevant to his own role. By bringing together and sharing with one another the varied perceptions, beliefs, and conclusions about a pupil which have developed out of their relationships to him, the school staff can hardly help but develop a somewhat more comprehensive picture of the pupil than can one person alone. Pooling of the data makes new hypotheses possible. Different views of the pupil can be appreciated as resulting both from the different contexts in which the pupil is observed by different persons, and from the fact that the pupil in fact may behave differently in various situations. Conflicting views may be resolved through an awareness that two views may not be conflicting, but complementary. Members in a case conference are frequently observed to modify their views after receiving additional data from others. Such changes in belief or attitude may occur imperceptibly as the group engages in the process of problem-solving."

There are other values in case conferences. The involvement in case conference decisions by those who are likely to have followup responsibilities with the pupil, helps to assure better understanding and cooperation in the processes of effecting change in the pupil's behavior. Also, all participants come to a fuller recognition of the contributions of other disciplines. Each one begins to understand better the biases, personal interests, and predilections of the others and to work more effectively with them because of such understanding. Some of the participants may be encouraged to re-examine their own attitudes toward pupils as well as their ways of responding to and dealing with them. Staff members in schools in which case conferences are frequently and well conducted have a decreasing tendency to attach labels to children. They tend increasingly to know and react to a pupil in terms of his individual uniqueness rather than as a member of a category. Those who participate quite regularly in case conferences are in effect enrolled in a continuing seminar concerned with the study of child development in the school situation. Many think that there is no better way to provide for professional staff development in his area of concern.

In discussions of the case conference, much of the emphasis has been in terms of its usefulness in the adjustment of pupil problems. Actually, for perspective and comparison it would be well for the case conference program of a school to include the study and discussion of pupils who would not normally be referred, ones who are experiencing more normal growth and development. In fact there is much to recommend a modified case conference approach, the guidance conference, in studying the marshalling and developmental possibilities of the total school environment in support of optimum progress and planning of many of the pupils.

There are certain questions relating to case conference procedure that need further consideration. The first of these is, "How to get such a program started?"'

One quite common method of getting a practice considered by a school or school system is to have some staff members observe its operation in another school situation. If this sparks some interest, further demonstrations can be arranged for the home school or system. On the use of demonstrations, Warters (Techniques of Counseling p.288-289) in a good chapter on "The Case Conference," wrote:

"Demonstrations help a faculty to prepare for conference participation. The specialists, with help of some nonspecialists, might demonstrate the conference method by using either a real case or a hypothetical one. A real case will probably arouse more interest than a hypothetical case but may not be so useful for helping the group members learn to discuss a case objectively.

"When the case is a real one, some teacher who has the student in class may be unable to accept, because he does not understand, some interpretations and recommendations offered by the specialists. He may feel that he knows the student better than they do, both out of school as well as in it; he may feel confident that the only reason 'this boy acts that way' is that 'he simply does not care and, like his father, just does not have any ambition.' When the case is a hypothetical one, this teacher may not find it difficult to follow the specialist's line of thought and may agree with him in the main. After several hypothetical or disguised cases have been presented and discussed by the group, the teacher may acquire sufficient general understanding regarding multiple causes, behavior symptoms, and the like to be able to apply the principles to the 'unambitious boy' and to other students whose problems he tended to dismiss in the past with such loose generalizations as 'lazy,' 'low IQ,' 'poor attitude,' 'inattention,' 'low-class home,' etc.

"Sometimes the demonstrations for orientation purposes are given in a school by staff members from some clinic or by specialists from some nearby university. Such demonstrations are helpful for some faculty members, but may do others more harm than good. If the demonstration case is a complicated one and/or all demonstration participants are experts, some faculty members may want to start at the level of the experts and attempt to adopt the techniques and terminology of the expert before they are ready to do so. Confusion and loss of interest may result in much the same way as occurs when a faculty group adopts cumulative records that are beyond their readiness and require a higher degree of competency than most members possess. Also, some staff members, after observing a demonstration by experts, may feel somewhat as a fifth grader might if his art teacher placed an excellent drawing before his group and asked them to try to copy it. Knowing that his production would be far below the level of the artist's product, the fifth grader might feel that there was no use in trying to reproduce it.

"The demonstration case should not be a very difficult one. Specialists and nonspecialists should take part in the demonstration, and preferably the specialists should be members of the staff or in the school service. If outside experts are used, they should be persons who understand the school situation and, if possible, persons who have worked with the staff before. Also, the demonstrations should be sufficiently brief to be followed by a general discussion of the case and of the conference procedures."

Many of those who have written about case conferences have stressed the need for close attention to ethical practices. They ask, "How about confidentiality in such a situation of information sharing?"

In the January, 1958 issue of Teachers College Record, L. Cloris Hirning (a school psychiatrist) had this to say, "In the experience of this author, a very important aspect of clinical procedure which needs to be brought into a school setting is that kind of clinical awareness which we may designate rather clumsily as 'confidentiality consciousness.' This apparent refinement has far-reaching consequences. Deficiency in this area is attested to by the fear that pupil personnel service staff have of sharing certain confidential material with teachers, the fear that teachers have of one another in this connection, and the concern that school administrators have with regard to members of their staffs. But most hampering of all is the fear that parents have of letting school school personnel in on any of their personal problems.

"We need not elaborate on the far-reaching consequences of this state of affairs. Judgmental attitudes are of course largely to blame and these may take years to change. But a most important first step is the inculcation of 'confidentiality consciousness' into pupil personnel procedures. This does not mean maintaining a clam-like silence with reference to free case conference discussions, meanwhile discussing confidential material across lunch tables and in other public places because some tidbits cannot be resisted. It means developing an awareness of the proper and constructive use of confidential material in a serious, clinically oriented case conference. 'Confidentiality consciousness' may be compared to the aseptic consciousness or conscience which members of an operating room team have to acquire in learning to move about among sterile and unsterile material, going about their tasks, meanwhile safeguarding the sterility of sterile materials. So school personnel will need to learn to work with confidential material. They must learn how it is handled and under what circumstances constructive use may be made of it and confidentiality safeguarded at the same time."

A question somewhat related to the last one is, "How about stigma to the child studied?" Earlier in the paper, in talking about the guidance conferences in which I participated, mention was made of my visits to parents. These parents knew how we were using information about their child in the conferences. We had demonstrated this to them through the use of mock conferences in parent meetings. We often referred to the conference in pre-conference interviews and in follow-up contacts. Our reason for no stigma in that situation was that parents and pupils knew that all pupils in the grade were being discussed.

Then, in talking about the larger case conferences, I suggested the desirability of having non-problem as well as problem cases included. On this point Fenton (p.76-77) said, "If the conference is thought of primarily as a resource in cases of maladjusted or problem children, it will not be long before feelings of shame and resentment will be felt by children and by their parents at such singling out. By their attitudes toward the guidance conference, teachers and administrators can avoid this undesirable condition. They can easily reassure children and parents in regard to the routine and customary nature of the guidance conference. Cases should frequently be considered which include no items of misbehavior. For example, the conference might well consider the bright child with good family background who seems to lack ambition and fails to reach the level of achievement his capabilities warrant, or the quiet, withdrawn child who is too much an observer and too little a participant in the life of the classroom.

"In some communities, leaders in the Parent-Teacher Association who are sympathetic with the guidance program have referred their own children for study in order to impart status to the work . . . In fact, if everyone concerned in the conference keeps in mind the ultimate ideal of providing this service for every child, it may be possible to have the selection of a given child thought of as a privilege."

As time goes on, we can look for an expansion of the pupil personnel staff in two ways other than in the present staff areas. Aides and assistants will become more common in support of the pupil personnel professionals. Specialist consultants, on a part-time basis, will become more available, more used, and hopefully more useful. These developments will have implications for pupil personnel practice and cooperative efforts. The possibility and place of each contribution, particularly in case conference activities, must be appreciated and understood. However, the question arises, "With the extension in the range of pupil personnel staff members, will there be a hierarchy among them?" And I would answer an emphatic "No!"

On this point in writing on cooperative effort, Fenton wrote (p.80-81), "Experience has shown that the guidance conference is most useful to the teachers when it functions as a council for the welfare of children, not as a seminar in which someone presents or defends a theory. Tolerance toward opposing points of view is necessary. The ideal of service to children should permeate the discussion. As far as possible, irrelevant matters should be omitted and the clash of individual personalities and points of view avoided. It is inconsistent with the purposes of the conference, for example, for anyone possessing legal or administrative powers, such as the superintendent or the health or attendance officer, to browbeat the others into accepting his recommendations or to insist stubbornly upon his point of view. The conference group exists primarily for the child's welfare. If one member must coerce or dominate the others to carry a point which he believes will help a child, the technique has failed of its purpose."

Much to the same (p.229-230) point Leton and Schmidt (Chapter 8, Magary, *School Psychological Services*) remarked, "Conference participants generally recognize their responsibility to bring their information, observations, and 'expert' opinions to the case conference. Unfortunately, they are not always as aware of their responsibility to receive information and to accept the observations and opinions of others. Failures of the case conference procedure can often be assigned to failures in meeting these responsibilities. Sometimes, case conferences are held without sufficient new information to attempt an understanding of the child's problem. At other times, the case workers may not be receptive to the information or opinions expressed by others, and they continue to function on the basis of their own conclusions.

"It is the pooling of findings and judgments in case conferences that theoretically serves to increase the validity of interpretations and predictions. If an interpretation or prediction by one member is invalid, those made by other participants serve to reduce the effects of the error. The scope of consideration given to a child's problem is enhanced by the number of specialists who have previously examined him. Consultants who have not worked with the child may also add to the scope of the study; however, the validity of their judgments rests on the relationship of the case information to the knowledge in their professional fields."

Now what more should be said about the leader of the case conferences? This is a very important assignment, one which should be carried out by a staff member who is not authorative in the role, does not insist on injecting his own opinions, does not read his own opinions and connotations into what is said, does not talk too much.

For a good presentation of group discussion methods in other than a school situation, but with much applicability to case conference and other school group discussions, I would refer you to Part One, Pigors and Pigors, *Case Method in Human Relations.* Here, six leadership responsibilities are given, (p. 25-28):

"Helping the group to get started

"Helping to establish a friendly atmosphere

"Keeping group talk going

"Demonstrating the role of a discussion member as a partner

"Introducing procedures which facilitate productive interaction

"Providing opportunities for discussion members to take the lead"

While these points and others are presented in connection with group dynamic type discussion in industry, there is much in this reference of related value for case conference and administrative group discussion procedures.

And another question, "Do conferees, as well as leaders, have responsibilities?" Each participant must allow each other participant an equal chance. All must keep their conclusions tentative; there is little likelihood of contribution by one who comes with his mind made up. No participant should attach too much weight to his own ideas; he should keep an open mind and listen to the contributions of others. However, each participant must feel that he has a contribution to make and that no so-called "specialist" will belittle his responses. All involved in the conference must share the responsibility for achieving results.

A final question is always, "What do case conferences accomplish?" The results of one set of case conferences are described interestingly in a little booklet, *Case Conferences in Education* (Margolin and Williamson, Bruce Humphries, Boston, p.95, 96, 98-99, 101).

In discussion case conference impact, the authors first noted the improvement in the pupils whose cases were presented in a mental health seminar with a group of teachers. And then they noted, "Of perhaps even greater significance was the impact which the seminar had upon other pupils whose cases were not presented. The knowledge, skills, attitudes, appreciations, and new approaches to problems acquired by the teachers were applied in their dealings with other pupils. As one teacher succinctly stated, 'I found that some of the problems discussed were quite similar to the ones I have had to face, and believe it or not, I have followed some of the recommendations and found that improvement was made.'

"Because teachers became cognizant of new services and resources hitherto unknown to them, the children benefited accordingly. Teachers testified that they were more prone to analyze the forces that lead children to act as they do in various situations. The net result was a more capable way of dealing with children's problems, with a subsequent salutary effect upon the pupils."

Another contribution of this particular case conference activity was the therapeutic value for the teachers. For some, "Plagued with behavior problems, many of which they were unable to cope with adequately in the classrooms . . ." the case discussions provided a cathartic release. They became more aware that their problems were shared by others, that some pupil problems are very difficult and very slow of adjustment. They became less anxious about expressing their ideas and more secure in coping with a child needing special assistance.

"Assessment of the impact of the seminar upon the school revealed noteworthy effects. The seminar had an immediate and direct effect upon school policies as they related to such areas as promotion, reporting of grades, organization of guidance services, extension of the testing program, inservice training, initiation of regular case conference schedules, increased appreciation and use of remedial reading services, improved communication between school personnel, and increased use of referral resources."

"In the opinion of the authors, the outstanding result of the seminar with respect to the impact upon the school was the introduction to and acceptance of the therapeutic community approach. The therapeutic community approach means every member of the school department accepts the following premises: 1) every school department employee exerts a positive or negative effect upon the child's learning potential and personality development; 2) the child learns best when positive influences are exerted by those with whom he comes in contact in the school setting; 3) healthy relationships must be maintained among faculty members, among the pupils, and between faculty and pupils; 4) a cooperative team approach is essential; 5) good teaching is good therapy."

In closing I will point you to another reference, an article on "The Case Conference" by Wagner and Hunter, Elementary School Journal, March 1967. The final paragraph summarizes the article quite simply as follows:

> "The school case conference is a valuable tool to help pupils who have problems. The principal, the counselor, the teacher, the nurse, the physician, and the social worker consider any type of problem in the school. Each member presents his evaluation of a case and participates in the resolution of the problem. The approach stimulates improvement in the functioning of the school and illustrates to all the school staff the value of a multidisciplinary approach."

In this statement the school psychologist is not mentioned — probably because the counselor referred to is himself a psychologist. Then I would add again the comment that many, or even all, pupils deserve conference consideration. Schools should provide a variety of staff, case, and guidance conferences in order to study and foster the adjustment, and especially the development, of the members of its pupil population.

DIALOGUE

Dr. Smallenburg

One problem, at least it is a problem for us, is this matter of secrecy of information about youngsters. I think you used the phrase, Bruce, no need for secretive pupil records. I wonder if you want to expand on this a little bit. How open are your records? Are there some things that have to be kept secret?

Dr. Shear

I think confusion exists when it comes to confidentiality of pupil records. I don't know how it is in other states, but in New York State pupil records are confidential as regards to so-called third parties, which would be confidential in regards to everyone except those in the school who can make good use of them. The parents are not third parties. The basis being that they have a stake in the pupil's education as long as he is a minor and should know what the school knows and have the information on which the school is making its decisions about the child's education. We went through a hassle about this a few years ago and just got clarified by the Supreme Court in New York which said what I have just said. But in the process there is a lot of human crying that came about in this whole business and out of it came a Manual of Pupil Records. The human cry, however, that came from school people — superintendents, principals, and in some cases the pupil personnel people — was that school records generally were of the type you would not want to show at all to parents. After seeing some of the records where they asked that question, the only answer could be "No, I would not want to show that to anyone" because we found in the pupil record more supposition and innuendos and all sorts of stuff that should not have been there in the first place. There is a great deal about stating objective or observational facts in anecdotal form and then going on to state impressions growing out of them. But I have a feeling that there are two sides to this. One, a lot of material that gets in pupil records get there more as a graduate school exercise, in that the person who does it just wants to impress other people with his vocabulary. That is one side of it. The other side of it is that if we really have a good coordinated program of pupil personnel services closely related to the other programs of the school, there shouldn't be need for great long detailed statements as background for professional opinions. Professionals should make their own opinions and other people should believe them on the basis of what the professional knew in order to make his opinion, and he should not have to go into detail why he made this decision (opinion). So I rule out curiosity and a lot of other things that are basis for making records and say that a lot of work should go into discussion of what goes into records in a specific school.

Dr. Smallenburg

An experience in California illustrates what seemed to be a calamity turned into a helpful and constructive experience: we had a bill in the legislature that said something about records being transferred from school to school as the pupil transfers. An assemblyman who for years had tried to get in the law a provision that parents shall be able to look at records slipped in this phrase. The bill read: the records which shall be open to parents shall be transferred from school to school as the pupil moves. Well, this actually opened them up to parents. We thought it was a real calamity because there were so many records that we thought parents might not understand. This caused us to look at our records in a way in which you mentioned and find things like this: "This pupil comes from a bad home" in a record of a third grader. The principal, who screened every record for every pupil in the school, went to the teacher and asked "What do you mean this pupil comes from a bad home?" and the teacher's comment was, "Well, the mother works all day and the father works at night and the parents never get together for a conference; therefore, this is a bad home." When the record was clarified, it said that one parent works all day and the other one works at night, and it is difficult for the parents to get together to talk about the progress of the pupil or communicate. The records are still open to parents, but we do have our own rules now. No record is just passed over to a parent to look at. It is always interpreted by a teacher, administrator, counselor or school psychologist whichever one may be available, and when a parent brings up a question like "What is IQ — what is my child's IQ," this is the kind of response or comment the teacher or counselor would make — "If you can give me an hour to tell about all of the advantages or disadvantages of the IQ, we will be glad to explain and tell you what your child's IQ is." And what they reported is that after an hour of this explanation the parent didn't care what the child's IQ was because it was put in terms of what does it mean in relation to what he is doing in school and what his future may be. One other good outcome was the development on the part of most school districts of a center, a party line, a collection of the answers teachers have given parents of such questions as "What is our child's IQ?" or "Why do you test in the third grade?" or "Why don't you teach phonics?" etc. This helps teachers in some districts to be better prepared than ever before to communicate with parents — to expect certain questions from parents and to respond to them well. Of course, the sequel is the PTA has developed its own "party line" and they have what they call "Team Work Does It." It is a long list of questions that they should ask the teachers. It is really fun to see how the two match.

It has been possible, according to the legislation, to define what a cumulative record was and what it usually included. This is particularly true for the cumulative records going from K through 12. The school psychologists' notes, the social workers' notes were kept separately and retained in the psychologists' and/or the principal's files. They are not open for scrutiny. Any psychologist or any principal would be glad, I am sure, to communicate the direction to the parent who wanted this information, but I think perhaps this information is comparable to a physician's x-rays or the records of a doctor. They would be interpreted by a doctor but kept really secret.

Question

What kind of questions were included in the PTA Brochure?

Dr. Smallenburg

It consisted, first of all, of a list of thirteen problems which they were most concerned about as far as adolescents were concerned. Number thirteen is a magic number; not because the kids have 13 problems, but because TV programs are scheduled in lots of thirteen. We had a panel, two members of our staff, a psychologist from one of the districts who responded to questions which had been submitted to PTA members. The PTA was so concerned about this that they developed listening groups throughout the county and also throughout the state, also a series of programs on TV stations up and down the State of California. The PTA organized discussion groups based on these programs, meeting in many homes throughout the area where the program was being presented. In this way we were assured of our audience and able to follow through on the program.

Dr. Shear

I don't want you to give your speech all over again, Harry, but you talked about what they say about evaluation of pupil personnel programs. If you have any magic about this I would like to know about it also.

I was going to ask you that question. You worked evaluation into your presentation and I think it illustrated how a program could be evaluated. You indicated there was an impact in the seminar on other pupils in the school; that this is being studied, and you picked up comments by teachers which came in the opinion data column; you had reactions from administrators and you pointed out that there was a cathartic release of teachers. Apparently there was some effort on the part of the group leader to find out what your teachers were saying . . . how free they were to express themselves as the conferences went along and you mentioned that there was a change in the school policy, testing and grading. I was impressed as you went through this, of the fact that this program had certain objectives — that you agreed that if these objectives were achieved it would be from the result of some of these things. Then you gather evidence as you went along to see if these were being accomplished and found that they were. This is what I was attempting to say this morning that a good evaluation program does involve, knowing exactly what we are after, express ourselves as clearly as we can, gather evidence and draw conclusions — it illustrates one objective and I think I might illustrate one more. Take an objective like this — to assist each pupil, his teacher and his parent to agree generally on the achievements and behavior to be expected of him. What are teachers' and parents' expectations of pupils? What percentage of teachers think that children's academic goals are realistic? This is based, of course, on their knowledge of what their goals are. What percentage of parents think their children's academic goals are realistic? In the opinion data, do parents feel the children's academic goals are satisfactory? Here the teacher would talk to parents to get this type of information. Are the grades themselves enough to indicate whether or not changes have occurred? In some ways they might be used to gather data about whatever we may be doing. The most important thing is to keep trying to get the kind of information counselors have available and to understand the data we gather.

I think one difficulty of evaluation is that we are always trying to think about evaluating all at once. I think we could break it down into pieces. You can evaluate, let's say, the activities of a school psychologist at an elementary school, perhaps comparing the kinds of referrals you get now with kinds of referrals you got at first. The ongoing school case conference is not necessarily to evaluate but is directed to the purpose of helping children. Ultimately this conference is to make this a better school environment for the student to profit from.

CLOSING SESSION

Panel: **Mrs. Faye Wilson**
Mr. Emanuel Stewart
Dr. Harry Smallenburg
Dr. Bruce Shear
Mr. Jerry Kelley
Dr. Fred Hoffman

Dr. Fred Hoffman

Harry, you gave me a wealth of ideas concerning how to get ourselves organized in a team even though your particular county is an intermediary unit between the state and local district. Could you describe the procedures which went into development of this portfolio you mentioned? How it is utilized as a means of in-service and for providing general information.

Dr. Harry Smallenburg

First of all we have a staff committee look over the best instruments available in the field of evaluating guidance services. We screened them, and picked out the ones most appropriate. We took some that were thorough and complex and some that were very simple because we deal with districts in all stages of readiness. We have made them available for meetings, throughout the county, of guidance directors and administrators. Our staff follows through and attempts to assist each district at its own level to study its guidance program.

Mrs. Faye Wilson

I was impressed with Dr. Shear's idea that teachers should become more involved in teaming. I think that today classroom teachers are more alert to children's needs and better trained than they ever have been. I think if we do not involve them to a very great degree, we are going to miss a real bet. I wish you would comment more on just how you do get classroom teachers into this team approach and get them to accept and understand the role of pupil personnel services.

Dr. Shear

Well, in the first place I think the classroom teacher is the pupil personnel generalist. They are that whether you like it or not. They are there before anybody else. Classroom teachers gather information about pupils and use information about pupils. They are the ones that should be central in your thinking about the pupils, his attendance or his non-attendance etc. They ought to be the people who are looking at pupils to see what defects may be inhibiting the pupils' educational progress. They are using what I would call pupil personnel or guidance techniques whether there is any other pupil personnel around. One of the reasons for having pupil personnel people in many places is the fact that classroom teachers have asked to have someone with better training in team techniques and who will help them use pupil personnel better. One of the things I think the specialist should emphasize would be helping the classroom teacher to do those things which he is already doing with pupil personnel services. Do them with the best instruments and in the best ways that we know.

Yesterday, I spent 20 double spaced pages telling about the case conferences. Actually they are not that complicated because I would say you can start teaming in pupil personnel services or conferencing in pupil personnel services whenever two people get together with the objective of talking about a pupil and his educational experience. I would make a little phrase and say "two is a team," but pupils are complex and situations are complex so sometimes you need more than two as a team. You keep expanding a little bit because as these two or as these three people start talking they find out they have gaps in their knowledge about the pupil or gaps in their ideas about how to handle this knowledge. Consequently they turn to other people to fill those gaps — health information — psychological services data — gaps in the social worker data. So the team builds — it can't build in a haphazard manner. It must have some coordination and scheduling when it gets to be large. And when it gets to be large, certain things should happen if it is going to function well. But as you go back to your larger counties or your smaller counties, I would keep in mind that two is a team and start from there.

Mr. Emanuel Stewart

Thinking of "two as a team" certainly gave me the stimulus of what I've got to say. I started to tell you I would like to take two or three anecdotes or jokes that were told at the conference and expound upon them for a few moments. You remember when Dr. Southard gave his address? The first morning in his talk he said, "two fishermen fishing together can get twice as many fish as each fishing alone." I think this is significant to us as the whole concept of team relates to personnel service. Not only can these two fishermen catch twice as many fish but they can also reinforce the efforts of each other. Doubtlessly you have seen pictures of or had experience of catching a huge fish. One person reels in the fish and all that is necessary for the second person to do is reach down in the net and pull the fish in. If it becomes necessary at times to paddle the canoe one person doesn't get very far paddling alone. It takes at least two to paddle, one on each side. Then when each person is stroking at the right time and in the right direction the boat will go forward. So it is in the team approach from pupil personnel services. It takes cooperation and it takes individuals who are willing and who are able to reinforce the efforts each other. When Dr. Hoffman was introducing Dr. Ferguson, following Dr. Ferguson's name appeared this long title "Associate Director, Interprofessional Research Committee On Pupil Personnel Service." Abbreviated this is called IRCOPPS, Dr. Hoffman said that he wanted to say "cyclops." Well, this is pretty significant — let's think about it for a moment. There are two things about a cyclops that stand out in my mind (1) he has an eye in the center of his forehead (2) a cyclops is a giant. The cyclops can see because all angles lead to this one point, to this one eye in the center of his forehead. So it is with pupil personnel services that all angles focus at one point, this one point being the child. The second thing about the cyclops is the fact that he is a giant. You think of a giant as being a very strong creature. Try to think of children as being very strong creatures, but lets go back to the giant. A giant is strong so long as there is nothing to dissipate his strength. If you would turn loose many imps on a giant in a very short time this giant's strength would become dissipated and he would no longer remain a giant. You would like to think of children as being giants, but how many children in our schools are not giants because of the fact that their strength and courage have been dissipated by the imps of indifference and the imps of hopelessness, by the imps of despair, by the imps of underachievement and things of that sort. Our purpose is to see that the children remain giants — that cooperatively we can destroy through pupil personnel services the imps that dissipated their strength and we help children to maintain their giant status.

The group at West Palm Beach, showed us the slides or overlay of two jackasses who were trying to eat the hay, each one pulled in a different direction and nothing happened. This can be true with pupil personnel services. This could conceivably happen very often where everyone on the team is trying to pull in opposite directions; where each person is trying to accomplish his individual mission forgetting the mission of the team. There is something else that is significant about these jackasses. When they decide to pull together and eat the hay on one side and pull together and eat the hay on the other side there is little dissatisfaction on their faces as you will remember.

Well, when we pull together for the team and we really accomplish something we are satisfied. This is what the economists call psychic income. Sometimes the satisfaction of having done a job well means more to a person than a pay check at the end of the month. Finally one of the speakers told us of a person sitting at an organ who wanted to play the Stars and Stripes Forever; on two unsuccessful attempts he announced, "*I* will now play the "Stars and Stripes Forever" and hit the keys and nothing else happened. The person who was pumping the organ way down in the shadows out of sight of everyone said, "Well now if you announce *we* will play the Stars and Stripes Forever then something will happen." Well, for the pupil services personnel, we hope that they would not want to work in isolation.

If there is a psychiatrist on the team serving here he has a contribution to make but so does the janitor with an 8th grade education have a contribution to make. Perhaps the school nurse has a contribution to make, the vocational rehabilitation people and youth opportunity corps.

Pupil services teams regardless of training, status, position must take everybody along with them if they are to play the concert effectively.

Dr. Hoffman

It is interesting to me that in the county reports this morning one of the counties indicated that they were going to increase their elementary guidance staff moving from one counselor to two. You know it seems to me that at least there are three in a team. This means that they have a team composed of a counselor, a principal and teacher in that school system. From what you said a team doesn't have to be a large component, it can be a small component. These three can certainly be an effective component in a school; perhaps they are the most effective component. I think that one of the messages that has come out of this conference is the fact that this team doesn't necessarily have to include the broad range of people. It can be a team with a principal and a teacher for that matter and certainly if you have pupil personnel workers they should be an integral part of the team. I would feel that if we can get a message across to principals in the individual schools that this team doesn't necessarily have to wait to function until they have the social workers, the psychologists, the guidance counselors in their schools we can make some progress.

Dr. Harry Smallenburg

Now at this time I would like to say something further about augmenting the team. I think two is a team and three certainly is not a crowd. The more we can get the better. We could enlist the other professionals as team members, and include community people as well. This relates to a point that I think came up at one of the eight reporting sessions that I listened to and was greatly impressed with; the fact that even though in one county the psychologist said that it was easy for him to have a team meeting, it was he and the other psychologist having a coffee break. In the counties having many staff members everyone felt that there was more to do than could be done. I would therefore urge that every means be used to extend ourselves through community people, through use of any device we have. The final point I would want to make is that the simplest devices may extend our services. I can think of a principal who is one of the best guidance workers I know who had a notebook and every day on the playground or in the lunchroom or as he would walk through the hall whenever something unusual was demonstrated by a youngster he tried to put it down and later refer to it. This would be worked into the guidance committee meetings of that school. Any device that we can use to extend ourselves I think we should be prepared to use because there is more work than anyone of us can do.

Dr. Bruce Shear

You referred to the group reports and these are what I tried to listen to for ideas. There were a number of ideas discussed but I picked out four and I want to say a few words about just one of them. In the discussion I thought I detected a thread that ran through all of them. You were all talking about objectives and long-range plans — more staff and more quality in present staff, and you can consider the second idea without necessarily accomplishing the first one. The best way to do the first one is not necessarily to think what all we need to now but look ahead 10 years to what we could have if we got there a little bit at a time. Some of the people in finance would go for that a little bit better than they will in trying to accomplish it all at one time. Some of the people in finance would go for that a little bit better than they will in trying to accomplish it all at one time. Another thing they talked about was school climate. It sure is needed if pupil personnel services are to be effective. On the other hand pupil personnel services should be affecting the school climate regardless of having no school based person. Harry mentioned school and community and if I were to draw two different figures about school and community the first figure would represent what happens so often. We are at swords point. Here is a gap between them. However, the needs are real. There is a certain amount of overlapping between the two with which they both feel comfortable and are not defending against each other. Certainly the school should reach out to do what its doing and get involved in the community style. Community style on the other hand ought to permeate some of the things the school is doing. I want to come back to this objective thing. The people generally said that in making our long range plans, they want to make sure that our objectives are in line with instructional objectives of the school. That's good standard response and should be pursued. However, I think its time for pupil personnel services to perhaps get out of this attitude a little bit, an attitude that says that the primary function of the school is instruction and all we are there for is to aid in instruction. We surely are there for that purpose but I think we are there for something beyond this concept. I would divide that beyond into three concepts and I'm not too sure schools do too well in present day instruction. I'm not too sure schools are doing a very good job in helping pupils learn to live with *others.* If it's a homogenously organized *others* they may be doing an adequate job but if it's a heterogeneous *others* they aren't doing a very good job. I think pupil personnel services should be in there improving that aspect of the schools function. I'm not too sure the schools help all pupils at least learn to live with themselves very well as they go beyond the schools. I think that is one of the added functions pupil personnel services ought to bring. I'm not too sure the schools, some of them at least, which are set up with rigid schedules and rigid content and rigid policies, are doing too good a job with pupils. This is something I am certain they are going to have to meet. When students spend 20, 30 40 years outside the school they must learn to be flexible and to make plans and to adapt to change. I feel pupil personnel services ought to be a contributor to the present school program in that light. I would like to sum up that phrase about instructional functions being the central ones and pupil personnel services are to help instruction. Pupil personnel services should improve the schools ability to help pupils live with others, with themselves and to adapt to change as they go through life.

Mr. Jerry Kelly

I'm sort of the outsider in residence, I think in this group. I'm told some of you who have commented usually without too much animosity, that is, the comments have been expressed without too much animosity. I told some of you that my continued presence here is not the result of Fred's intention but rather an early indication of the marvelous way in which he accommodates to serve the interest of the people with whom he works. Having been here before, that is with some of the people who are present, and knowing the quality of at least the other outsiders who are going to be here as well, I asked if it would be possible for me to continue rather than just come for a day or day and half. So like it or not you've all been exposed to me. You may have seen me smiling two or three times a minute ago in appreciation, particularly those moments with what Dr. Shear was saying because out of this perspective one of the most impressive things to me in this conference is the degree to which there has been an independent reinforcement of common kinds of consideration. The emphasis on the expanded role of pupil personnel services being one of them. The emphasis has been on communication and its facilitation with a sense of trust in one another. The emphasis is really on service but what I would call accountability which gets into the research area. I want to reinforce a lot of what has been said by Dr. Smallenburg in this regard because I think that we overlook the research potential. It isn't only that we need to know the systematic plan and to support the researchers in the effort but we need to have a research awareness ourselves. We need to trust ourselves and have trust enough in a system to be able to demonstrate to others that we care that our services can be evaluated without being threatened as people or professionals. Somehow we seem to stop short of this most of the time. We resist fear that if we participate or allow ourselves to get into some particular attempts to measure behavorial change we will fall short.

Although we all have great convinction about how good we are and how much good we are doing if somebody really wanted to measure this we become afraid. I don't think we have to be, I really don't. I think that we do know the reason why we are accomplishing something if we seriously want to do it better and I think that we do, and if we want to change or give up certain things or foci in favor of others this is the way we can learn. I am hoping that we can continue what I think here is a greater sense of confidence which means trust in ourselves and of others so that we can look at issues and problems without having to respond on the basis of personal or attitudinal dimension. I kept hoping that there would be something else that you fellows would say that I could attack because part of the team operation is to be able to do this. That is exactly the point you see — it's not attacking the human being, it's attacking the content and being able to argue and defend whatever is necessary. I was hoping this might be demonstrated spontaneously here. It just so happens that there has been largely as I said reinforcement. I have two or three other things I would like to say. It seems to me that this mutual trust or confidence has to be down at the grass roots level.

Dr. Fred Hoffman

In other words we can't see ourselves as psychologists talking about a social worker but I am John Jones talking to Mary Smith who is a social worker for example. This is where you build this mutual trust and confidence in each others ability to do the job. This is what I see as perhaps the in-service aspect of it as far as the team is concerned. The building of this mutual trust and confidence as they work together.

Mr. Jerry Kelley

A couple of things that I thought were pretty clear were emphasis on pilot programs. Almost everybody that I heard report said something about a demonstration project. Now here again don't overlook the research arena. You need to have a design. It may not be an elaborate research statistical analysis but it needs to be well thought out with the notion that you are going to build improvisions for finding out how something has occurred.

One of the best things that you can do and members of pupil personnel can do is help the system see the need for areas of experimentation. Then build in right from the start. It is too late if you try to do it retrospective. Build in from the start a sense of wanting to get some feed back, some kind of knowledge of what has happened with whatever it is you are trying. Another element that I thought was very important and merged as a theme, I'm not sure that any of us hit at this really specifically at heart, but I would like to support it, and that's the notion of the importance of the residence pupil personnel worker. I think we have tended to be too centralized, not that I am against centralization and coordination per se, but something different occurs when one worker is attached to one school. He becomes part of the faculty, part of the system, or he becomes integral in a way that does not occur if he's attached to several schools. This doesn't matter what profession he represents. The principle applies regardless with some exceptions I want to elaborate on slightly. With some exceptions during a shortage of staff, so that you don't have the availability of all potential team members attached to all schools, almost no system does. My own preference would be, and this borders on the heretical I know, to take anyone of the good people regardless of professional base and put him fulltime in one school as compared to having several people part-time. This is important but, then you build an access to the other disciplines that are represented, for example you might have a psychologist, a social worker, a nurse, and counselor and instead of taking these and putting them one quarter time in four schools you would provide one fulltime to a school. Four is a figure off the top of my head. It may not be right but the point is you want to have within the system the best thinking of the difference in approach etc. from each of the disciplines. You don't necessarily need to have all operating out of the same office and spreading the services. I think this relates to the concept of efficiency in part that you lose so much time in travel, getting acquainted and developing relationships etc. I have been involved in a study of pupil personnel services in Seattle and in one of our surveys we talked with all of the principals, and found that there was wide spread differences in what pupil personnel workers they wanted. It all related to their own particular experiences; some wanted nothing but social workers, some wanted nothing but psychologists, some wanted nothing to do with either of them. Each one has had some basis for the opinion he held. The point is that all these services were being spread thin. I am for the resident and the nuclear pupil personnel person, but not to the exclusion of access to the others. One final word on this, that is, everybody in the system is potentially a consultant to everybody else. Several people mentioned over the weekend, today in particular, that it is very easy to slip into a role. If twenty personnel workers get into a curricular team it is easy for them to accept the tempting opportunity and begin to direct curriculum, to begin to write curriculum, or something of this kind. He begins to take on curricular responsibility which if different from participation in the process where he is really a consultant. He contributes, he says what he can bring but he leaves the responsibility to the person who does have to carry it on. A good consultant does not tell somebody else what to do. He offers participation, he offers advice but the consultee then is free to use this or not. We all consult with one another, but we sometimes don't think of it in this fashion.

Dr. Harry Smallenburg

I would like to react to the idea of the residents in the school. I can see its value, it is consistent with the idea that the principal is responsible for the educational program and that whoever is in the school should be responsible to him. I think that it has a value of making a person in the school part of the school operation and under the school administration. However, I think that there is a caution. If it is a school district of twenty schools you can have twenty guidance programs if you are not careful. There would still need to be some coordination at the district level and also the alternate responsibility of the principal to the director of guidance or to the personnel services in the central office, for the effectiveness of his use of the school. I think that we need to round the circle of responsibility.

Mr. Jerry Kelley

I agree with that.

Dr. Fred Hoffman

I wonder if we could open this up. I believe that you have some questions concerning what has gone on over the three days that you would like to present to the panel for their consideration.

Blanche Hardy

I am wondering how the principals feel about this team approach particularly the idea of getting six or seven teachers together for a team meeting.

Mr. Jerry Kelley

I would like to comment. I was what amounts to a dean of freshmen boys of high school age for a long time. There was a junior high school program of 7 and 8 not 7, 8 and 9. As part of the process of transition from junior to senior high school in the spring of each year the girls advisor, chairman or dean and I went to each of the schools. We must however take in a total amount of our own time of something like one full month to make a report. We spent periods of time in each of the schools and we went over each child's record person by person with the faculty, including the principal and anybody who had any knowledge about this child. We met the child himself briefly. We met all the parents in groups. We had almost 100% participation. All of this was designed together with all the other information that we could get our hands on to facilitate the movement in high school and a complicated educational program. It was expensive but it was absolutely invaluable. I have no hard data. I am convinced that this would tie in much better than not giving that time in interest of the students. The sacrifice of a little of instruction time was well worth it.

Dr. Fred Hoffman

I believe it was Don mentioned in the Newton schools where students were released half a day for the faculty to get together which may be close to the same thing Blanche was asking.

Dr. Bruce Shear

When I started I heard of a job where they wanted to begin a guidance program in a rural school in N.Y. state and I was all for a beginning guidance program. I got curious and went to see the people, I liked them and they liked me so I went there. I was there three years — rural school busses and all. Again there happened to be a period when every 7th grade teacher could get together with me and every 9th grade teacher could also. We made it that way, the administrator did. In the second school they had never had a counselor before and didn't know what one was like. They were a little wary of the whole idea of guidance. Many teachers had been there for 40 years or more. It so happened that the guidance office was right next to one of the most used exits, I was anxious for an opportunity to talk to teachers about pupils after school was over but there were many of the teachers beating the kids down the hill when the last bell had rung. I was telling somebody last night and I guess I'm a charlatan when it comes to this because I've used a lot of gimmicks of one kind or another. The gimmick I used there was I went to the home economics department and said "couldn't you have some of your girls make a great big pot of coffee before they leave and bring it down to the guidance office once a week at the close of school" and they said "sure we could, we'll make you some cookies and brownies too," and they did. I sent around a notice and said that after the close of school for half hour or an hour coffee and cookies would be available in the guidance office. They flocked to the place, and it wasn't long before I had a long waiting list of who was going to furnish cookies. It gave me a chance to get in there and talk to them in an informal manner and kind of broke the ice.

Dr. Bruce Shear

Could I read a couple of paragraphs. I've been waiting for Fred to say "Do you want one more thing to say and I was going to say yes," I'd like to read it. Up in Milwaukee I gave a banquet talk to textile workers. The title was "Education with a Twist of Guidance," a twist being something that adds flavor to a mixture. The idea was to bring out the point that people in school, pupil personnel people and administrators as well as teachers need to have sensitivity and understanding. I'll use three or four anecdotes. I liked Mr. Stewart's so well that I pulled one out of this speech. This is one of the three or four and I can't refrain from telling it to you. A couple of years ago in Connecticut they had a conference on youth. They brought in social psychologist, anthropologist, etc., etc. to present their views. The anthropologist they brought in was Ashley Montegue. These presentations were all put into little pamphlets. I got this out of that pamphlet. In his presentation talking about the problems of youth, he referred back to something like Hyde Partnow had written 25 or more years ago in "For Crying Out Loud" and Dr. Montegue said this bright eyed Italian, problem kid in a Brooklyn trade school was kept after school one night by his teacher. This is what he said to his teacher and he might just as well have said it today, I hope it wouldn't be said 25 years from now. "My whole set of drives is to fly like on the wings of an angel. It must feel great to be up there in the stars, so what happens, they shove me into this dump and give me coveralls. Now I'm a putter-upper and taker-downer. I'm in the X class, the mystery class. They tell me in public school I can be anything I want, so I'm in the X class. You read 100 dry books in school, and you know less than before. They want to learn us don't they? So why don't they give us the right kind of books, huh? Like the Ancient Mariner, honest teach that book stinks it is falling apart, they're too old or something, ain't there any new books? Some new kind, what kind I don't know, something real, something about facts, about life. Now don't think I'm talking about myself, I'm a luggard I know it, but teach why? I wasn't born that way. What made me that way huh? Take my 'ole lady for instance, she works like a horse, but some of the other ladies in my block go up to the country. You shouldn't see those other sour-pusses. My ole' man says he's going to drop dead any day now, but he ain't so old, he is only about 40. Now why? You know Goldstein, he's got you in the 6th period. He says to me, how do you expect to have brains if all's you eat is spaghetti? He's a dog, that bone head. What's he eat? But anyway if there's so much to eat in stores why can't we get some of it? Why have we got to eat spaghetti all the time? You see what I mean, everything shot to hell, and we got to read the Ancient Mariner. Ain't this a school, ain't we supposed to learn the truth around here? Why keep us guessing all the time huh? The teachers mark you wrong on your paper but they don't tell you what's right, it's haunted this place, they're always talking about school spirit. I never seen it, all I know is I take a lot of guff for eight periods."

Dr. Fred Hoffman

I think we'll give everyone here on the panel a last chance to get the last word in.

Dr. Harry Smallenburg

I don't know that there is much to add to what Bruce has just said. It certainly pointed out the real reason for our service. I was impressed this morning. As I went to breakfast I said to one of the fellows, "we are just about ready to wind up." He said, "no," this is just the beginning. As I listened to the plans this morning and heard the good solid thinking I realized that this is the beginning. It is a continuation surely but a beginning of even the strongest spirit toward finer pupil personnel services in the state of Florida. I was impressed with all the horse sense I've heard in all the groups and want to remind you that horse sense is the product of stable thinking.

Dr. Fred Hoffman

Faye can you top this?

Mrs. Faye Wilson

No, I can't add anything to what this gentleman has said.

Mr. Jerry Kelley

I want to make one final plea for the system change focus. We get involved in thinking about those kids individually and we go back undertandably to important traditional functions with some new way. I do hope that at least some of you will make a real effort to try to build into the system a means for involving pupil personnel people and system change activity. Time is growing very very short and we can help individual kids from now until the big explosion comes. We need to find some bigger way of getting or putting our skill to use on behalf of lots of kids simultaneously, not just one at a time. In conclusion I would like to express my deep thanks and appreciation. I have stressed the theme of communication. I was impressed by the wonderful way in which Mr. Stewart expresses himself and uses the anecdotes. Finally I do also want to thank everybody here. This was beautifully done and I want to remind us that early in the week Don Ferguson indicated that our leadership can result in system change and consequently to better service for boys and girls.

Dr. Fred Hoffman

This conference has been a lot of work but I believe the opportunities we have had to sit together and discuss common concerns can lead to our more effective functioning. We build structure for efficiency and it interferes with communication. Perhaps we can have more meetings of pupil personnel service workers which will overcome our structure barriers and lead to better communication. I believe that teaming is one such answer.

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Alachua County Pupil Personnel Services Committee
Summer Workshop - Clearwater, Florida
June 25-29, 1968

GOALS:

A. To expand the existing elementary school guidance program to adequately meet the needs of children in Alachua County.

B. To expand and improve the existing pupil personnel services in Alachua County.

OBJECTIVES:

A. Improve communication on vertical and horizontal level.

Implementation:

- a. Improve two-way communication on referrals and followup
- b. Community organizations orientation in regard to Pupil Personnel Services such as workshops
- c. Teacher orientation in regard to Pupil Personnel Services.
  - (1)Publication containing information regarding Pupil Personnel Services and community service organizations

B. Develop a team system involving all required personnel, such team to be placed in action as needed (a county crisis team)

Implementation:

- a. Create a county crisis team to operate on call with ability and resources to assist in solution of all types of emergencies (i.e. professional: medical, dental, psychiatric, etc.; county staff, legal, juvenile court, sheriff and city police)

C. Develop a team in each school composed of school personnel and required resource people from any source.

Implementation:

- a. Each principal appoints two classroom teachers in addition to himself as permanent members of such team and resource people as necessary (elementary level).
- b. At secondary level team consists of assistant principal, deans, counselors and resource personnel, including referring teacher.

D. Provide for expansion of Pupil Personnel Services by adequate personnel and housing facilities.

Implementation:

- a. Pupil Personnel Services screening committee to select qualified personnel for selected assignments.
- b. Establish Pupil Personnel Services housing committee to develop plans for adequate housing at existing facilities.
- c. All future plants should contain adequate housing for Pupil Personnel Services.

E. Develop school climate that is open and receptive in regard to change in Pupil Personnel Services and curriculum.

Implementation:

- a. In-service programs for all personnel
- b. Publication and newsletter regarding Pupil Personnel Services
- c. Coordinate school -community assistance and procedures

F. Evaluate Pupil Personnel Services, not in light of what exists in organization, but in terms of what has been accomplished and in terms of what is required for improvement, using subjective and objective instruments.

Implementation:

- a. Commitees to develop subjective instruments
- b. Committees to develop objective instruments

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Brevard County Pupil Personnel Services Committee
Summer Workshop - Clearwater, Florida
June 25-29, 1968

I. CLASSROOM LEVEL

Classroom learning team concept putting pupils in a helping relationship to each other. Use available personnel services, personnel such as psychologists, health nurse, etc., and community resources.

Goals - 1. Increased awareness of self in relationship to others.
2. Children become more responsible for their own learning and behavior by assuming some responsibility for other members of the team.
3. Children become more self directed, more self-reliant, with a stronger self concept.

II. SCHOOL LEVEL

Regular inventory of all pupils - team approach - teacher, librarian, curriculum coordinator, reading teacher, music teacher, P.E. teacher, principal, deans, etc., i.e., everyone who has a guidance or instructional responsibility to children. Special attention to pupils who have problems and those who have potential problems.

Goals - 1. Share points of view about pupils.
2. Start development of guidance oriented teachers with some common understandings.
3. Broaden scope of guidance from problems to all pupils.
4. More effective team planning approach to instructional program.
5. Head off potential problems before they become critical.
6. Identify problems which may not be so apparent but need attention.

III. DISTRICT [AREA] LEVEL

New concept of area superintendents will cause new assessment of present efforts.

We now have school psychologists, speech and hearing specialists, reading clinicians and other special services decentralized. We feel that the team approach will be easier to develop since the special service personnel are closer professionally and geographically to community agencies. The closeness should bring a more personal element into team staffings.

Goals - 1. Develop a closeness between community helping agencies and school personnel.
2. Create a "way of life" approach to problem-solving, i.e., when problems are referred to Guidance Clinic, welfare, doctors, schools, etc. the "automatic" first steps become the marshalling of all persons involved with the family or child.
3. In-service help for teachers through team case study approach using community agencies and school personnel.
4. Liaison between school levels — Elem., Jr. High, Sr. High.

IV. COUNTY LEVEL

Regular meetings of top level helping professional people to discuss new programs, plan innovations and new approaches to existing programs.

Goals - 1. Create feed-back procedures from school to top level.
2. Evaluate continuously the pupil personnel policies on a county basis.
3. Formulate policies for coordinated efforts.
4. Provide machinery for improved communications between all levels.

CONFERENCE COMMITTEE

Dr. Thomas Benner
William Chesser
Robert Fritz
Dr. Werner Metz
Lloyd Soughers
Richard Yoakley

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Broward County Pupil Personnel Services Committee

Summer Workshop - Clearwater, Florida
June 25-29, 1968

On June 26-29, a "team" of 12 educators from the Broward County Schools attended a Pupil Personnel Services Workshop in Clearwater. This workshop was funded through the State Department of Education. (N.D.E.A. Title V.) Operational procedures included:

1. Inviting a cross-section of pupil personnel workers from 16 counties.
2. Having nationally-known consultants (4) share effective means of fully utilizing Pupil Personnel Services.
3. Providing the opportunity for small group sessions (5) in which an exchange of ideas, concerns, and progress took place.
4. Encouraging the collective thinking of each county's team to formulate recommendations that would best utilize the Pupil Personnel Services for students in Broward County.

The team from Broward County was actively involved in all phases of the workshop. We listened, we discussed, and at times, we debated the relative merits of various means of providing Pupil Personnel Services. The following recommendations were endorsed by all Broward County participants and are specifically designed to coordinate the team approach in Pupil Personnel Services as they relate to the needs of students in Broward County.

OBJECTIVES:

1. A formal organized program of Pupil Personnel Services should be available to all students, Kindergarten through Twelfth Grade, on a preventive and developmental basis.
2. This formal program of Pupil Personnel Services should emphasize the team approach and utilize related personnel, such as: teachers, counselors, visiting teachers, administrators, school

psychologists, and supporting community resources.

3. A program should be developed to meet the needs of the students in Elementary, Middle, or High Schools. Pupil Personnel Services must include staff, facilities and a Kindergarten through Twelfth Grade coordinated program.

To sucessfully implement these objectives, it is recommended:

1. Employment of a Director of Pupil Personnel Services, Kindergarten through Twelfth Grade.
2. Appointment of a Steering Committee by the Superintendent to initiate and assist in the development of a fully functioning program.
3. Establish Kindergarten through Twelfth Grade Pilot Programs designed to initiate the team approach to Pupil Personnel Services.
4. Provide research and evaluation of existing and proposed services to be available to the Steering Committee to aid the development of a coordinated Pupil Personnel Services program.

Individually or as a group, we would welcome an opportunity to discuss these recommendations in more detail.

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Dade County Pupil Personnel Services Committee
Summer Workshop - Clearwater, Florida
June 25-29, 1968

Persons present:

- Mr. Everett Pease, Principal of Hialeah Senior High School - Chairman
- Mr. Nicholas Borota, Principal of B. T. Washington Junior High School
- Mr. Tom Moore, Assistant Principal for Guidance, Miami Jackson Junior-Senior High School
- Mrs. Verna Hodges, Assistant Principal for Guidance, Ponce de Leon Junior High School
- Mrs. Joan Hanley, NDEA - Title V Elementary Counselor, Coral Reef Elementary School
- Mr. H. George Loiselle, Supervisor of Countywide Testing
- Mr. James Rice, Director of Welfare and Attendance
- Mrs. Marjorie McGranahan, Coordinator of Federal Project - Elementary Caseworkers
- Mr. Robert Anderson, School Psychologist, South Central District
- Miss Margaret J. Gilkey, Director of Guidance Services - Reporter

The Dade County delegation regretted the unavoidable absence of two of its important members: Dr. E. L. Whigham, County Superintendent, and Mrs. Dorothy Isbell, Principal of the Pinecrest Elementary School. Both sent their regrets that they were unable to participate in these deliberations on the Team Approach to Pupil Personnel Services.

The Dade County school system has about 218,000 pupils in six school districts, with about 161 school centers. There has been a planned program for extensive pupil personnel services since 1947 when the county established county leadership in the visiting teacher program; the guidance services, including counseling, the psychological and testing services; and other special services for pupils. Except for one brief period there has been no county staff member designated as head of pupil personnel services. Even so, there has been a careful coordination of the services at the level of the assistant or associate superintendent, usually through a weekly staff meeting with directors of instruction and head adminisrators.

As years passed by it has become evident that communications among the various segments of pupil services have become increasingly difficult because of "growing pains" sharpened by:

1. the county's being divided into four districts in 1963 and later into six districts in 1965, thus causing a reorganization of all services at the county, the district and the school levels.
2. the problems posed by integration and the influx of Cuban refugees.
3. the number of new federal programs utilizing counselors, social workers, and psychologists differently from existing patterns of use and often without the knowledge of the directors of these special services.
4. the fact that the special services are not housed in adjacent quarters so that there can be a kind of informal communication as well as formal interdepartmental interaction, and
5. the increased knowledge about behavioral developments of pupils, requiring the investment of more time in in-service training.

Even though the director of each pupil services program has frequently found himself working at the problem rather than at the planning level and without as much communication among his fellow workers as should exist, there is nevertheless a strong warmth among the pupil personnel leaders which is based upon their mutual respect for each other and the philosophy and plan of work each is trying to develop. We have all agreed that a well-coordinated team approach is sometimes missing, inadequate, or misdirected so that post-mortem efforts take place in lieu of planned team efforts.

Through the county superintendent and his cabinet of assistant superintendents, a plan for a coordinated pupil personnel approach has been studied for the past three years. Through the addition of district pupil personnel workers, we feel that a more coordinated pupil personnel services approach will result at the district level so that its impact may be felt at the school level.

This workshop has provided an unique opportunity for members of the Dade County group to talk without the interruptions of telephones and the demands of other meetings. The constituency of the membership gave us pupil personnel leadership at three organizational levels — the county, the district, and the school; at all three school levels — elementary, junior, and senior high school; and with all types of personnel — administrators at the school level, pupil personnel workers at the county level and at the school level.

The initial session of our workshop started out with an enthusiastic discussion of our use of the team approach at the school level. Characteristic of the group process, participation started enthusiastically but was soon followed with explosive interaction indicating a need for a review of our basic tenets on which we predicate the need for the team approach. After some searching we resolved our basic beliefs into these points:

1. All instructional personnel have some stakes in the development of the guidance program with the teacher being the keystone of the whole enterprise.
2. Competent special service personnel can do much to help the teacher implement his guidance role.
3. The duties of special service personnel overlap at many points so that it is essential for each worker to understand lines of communication and to constantly maintain flexibility in relationships which can come best as a result of mutual personal respect.
4. Although instruction for learning to think is the first imperative of the school system, this instructional function loses its value unless the pupil:
   a. Is provided experience that will contribute to his positive feelings of self worth.
   b. Is freed of his personal "hang ups" that handicap learning so that learning will have meaning and not be a simple process of memorization.
   c. Becomes a competent human being in the society in which he must live.

We all expressed concern about the emphasis that should be placed on humanistic roles in education and the part that a well coordinated pupil personnel services organization could play in this effort. Toward the goal of closer coordination these recommendations were made for the further study of the Dade County personnel:

At The County Level

1. Create a county pupil personnel steering committee to provide an on-going study of ways of improving the organization and use of special services for pupils. The members of this summer workshop committee might be the nucleus of the county pupil personnel steering committee during the first year.
2. Revive the periodic meetings of the directors of guidance services, welfare and attendance, special education, and others as seem advisable in promoting more coordination of county planning.
3. Call occasional meetings of district pupil personnel services workers with similar county level leadership.
4. Develop plans for a seminar for school administrators on pupil personnel services.
5. Urge district superintendents to extend invitations to county pupil personnel services leaders to attend district staff meetings at those times when their presence would stimulate discussions for the improvement of pupil personnel services in the district.
6. Encourage the county PTA to become more involved in study sessions around the topics of children's emotional health.

At The District Level

1. Have periodic meetings at the district level of all district pupil

personnel services leaders to share information on the development of programs and ways of coordinating their efforts with teachers as they help pupils to learn.

2. Conduct in-service training for principals at each school level so that there are broad understandings of developmental, preventive, and remedial programs for pupil personnel services.

At the School Level

1. Encourage each faculty to analyze its educational philosophy, its instructional program and special services available to all pupils in terms of the identified needs and feelings of the students.
2. Create a guidance committee with the responsibility of developing understandings on the pre-referral conference technique, staffing and holding a case conference, as well as other guidance activities.
3. Develop a philosophy of discipline in which there is consistency among the entire staff and in which pupils understand the limits under which they work.
4. Set up in-service training on ways to improve communication with parents so that parents will see school personnel as helping to support the learning of the child.

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Duval County Pupil Personnel Services Committee
Summer Workshop - Clearwater, Florida
June 25-29, 1968

DUVAL COUNTY PLAN OF ACTION

GOAL:

The effective use of pupil personnel service workers as an integral part of the total educational program for the optimal development of every child.

OBJECTIVE I.

Work toward the development of the Department of Pupil Services with a director of the department and a supervisor of each component area: psychological services, guidance services, visiting teacher — social worker services, testing and research, and health services.

Implementations:

1. Have the Duval County Pupil Personnel Services Workshop participants meet with the superintendent and his administrative staff to discuss plans for the development of the Department of Pupil Services.
2. Request the appointment of a steering committee composed of the persons attending the Pupil Personnel Services Workshop and others designated by the superintendent to assist with the planning for the Department of Pupil Services.
3. Survey existing services, identify needs, and make recommendations for the development of a fully-functioning Department of Pupil Services.

OBJECTIVE II.

Define more clearly the roles of the existing pupil personnel

Implementations:

1. Improve upon the existing job definition of the specialists of each discipline.
2. Orient each pupil personnel worker to his role in the team approach.

OBJECTIVE III.

Establish the pilot program, using the team approach, at each educational level for the 1968-69 school year.

Implementations:

1. Set up written guidelines for the pilot program.
2. Conduct in-service training with the principal and the faculty of each of the pilot schools for the development of staffing techniques to the interdisciplinary approach.
3. Set up criteria for a systematic evaluation of the programs in the pilot schools.

OBJECTIVE IV.

Encourage the use of the team approach by existing pupil personnel workers both vertically and horizontally.

Implementations:

1. Invite the pupil personnel workers to observe the team approach in the pilot schools.
2. Provide a workshop with demonstrations of the team approach on a planning day.
3. Publicize the increasing use of the team approach.
4. Develop greater understanding of and sensitivity to pupil personnel services on the part of principals, teachers, and pupil personnel specialists.

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Escambia County Pupil Personnel Services Committee

Summer Workshop - Clearwater, Florida
June 25-29, 1968

Before the goal and objectives of the workshop can be established, it is necessary to back-up and restate the following goals:

1. The goal for education in Escambia County is to help children learn.
2. The goal for Pupil Personnel Services in Escambia County is to provide more effective services for helping children learn.

Therefore, one objective for the 1968-69 school year is to implement the team approach as a pilot program and on a limited basis as a means for contributing to the goals for Pupil Personnel Services and Escambia County. The point of implementation will be determined by a need for teaming in either a secondary or elementary school. (This must be an elementary school which has a counselor.) In-service training will be provided for personnel involved in this opportunity for teaming. At the onset, only one or two schools at secondary and elementary levels will participate. Relationships and functions of team members will be formalized as this becomes necessary and advisable.

The primary value of teaming is increased effectiveness of services to children. Additional values are tentatively viewed as:

1. Increased competence in teaming.
2. Broader base for decision-making and implementation.
3. In-service with school personnel.
4. Greater involvement, particularly of person responsible for instruction of child.
5. More efficient utilization of staff.
6. An attempt to bring out the best in people and to achieve a high degree of coordination of abilities.
7. Less emphasis on roles and disciplines and increased emphasis on the child and his needs.

Right now we look like a sand lot team, but we hope to become more professional as we progress through the school year. Anyway, we're going to give the team approach a whirl. We realize that the team approach we wind up with might not look anything like the original proposal.

Now that we have backed up a bit, we are ready to step forward and hopefully make a difference in services to and in the learning of children.

Even if we do not initiate the team approach this coming year, the workshop has been profitable for us by providing our county team with 5 C's:

1. More cooperation.
2. Greater coordination.
3. Increased communication.
4. More cohesiveness.
5. Improved confidence.

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Highlands County Pupil Personnel Services Committee

Summer Workshop - Clearwater, Florida
June 25-29, 1968

GOAL:

The realization of comprehensive pupil personnel services for every student, teacher and staff member in Highlands County.

OBJECTIVES:

I. Guidance
   A. The services of certified counselors for every student in grades 7-12.
   B. A *functioning* guidance advisory committee in every secondary school.
   C. Formalized team case conferences in each school.
   D. An active and knowledgable guidance committee in every elementary school until such time as elementary counselors can be provided. This committee will serve a dual purpose, i.e., to service children and to orient the school staff as to the purpose of elementary guidance.

II. Special Education
   A. The expansion of existing services to the trainable mentally retarded.

- B. The expansion of existing service to the educable mentally retarded.
- C. The expansion of existing services in speech and hearing.
- D. The involvement of additional team members in special education and/or vocational rehabilitation case conferences.

III. Psychological Services
- A. The training of psychometricians for basic screening in every school.
- B. . A case conference for every child evaluated by the school psychologist or vocational rehabilitation psychologist.

IV. Social Work
- A. The transformation of attendance workers into school social work/visiting teacher services.
- B. Case conferences for attendance problem students.

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Hillsborough County Pupil Personnel Services Committee

Summer Workshop - Clearwater, Florida
June 25-29, 1968

PROPOSAL for a Pupil Personnel Services Team

To initiate and implement a model of team approaches to Pupil Personnel Services. The model will include a senior high school, one feeder junior high school and one feeder elementary school.

IMPLEMENTATION

1. Coordinating Committee

A group composed of selected personnel from the schools in the model and the county Pupil Personnel Services Department will provide leadership for the teams. This group will provide such services as: orienting teams to their roles and functions, helping with the organizing and structuring of teams, coordinating meetings, serving as a sounding board for ideas, aiding in evaluation, and providing administrative support when needed.

II. Teams
- A. Kinds of teams
  1. Horizontal teams: *Resident members* will include the principal and/or deans, teachers, nurse, school social worker, and counselors.
     Resource members may include the Director of Pupil Personnel Services, the School Psychologist, the Supervisor of School Social Work, the Specialist in Testing and Evaluation, the Director of Pupil Assignment, other school personnel, representatives from the Juvenile Court, and community resource people.
  2. Vertical teams: Composed of horizontal teams from within the model.
- B. Meetings
  1. Horizontal teams will meet weekly.
  2. Vertical teams will meet monthly.

C. Function of teams
  1. Conduct conferences regarding individual pupils or groups of pupils.
  2. Facilitate articulations within the models.
  3. Expand and coordinate present services.
  4. Plan new services.
  5. Supplement information relating to improvement of the instructional program.
  6. Evaluate the team approach.
  7. Promote staff development by disseminating information, demonstrating techniques, and in whatever other ways they determine.

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Orange County Pupil Personnel Services Committee
Summer Workshop - Clearwater, Florida
June 25-29, 1968

Recognizing that (1) the ultimate goal of pupil personnel services is identical to that of education in general: to provide the means for each pupil to develop to his greatest potential, and (2) pupil personnel services are supportive of and supplementary to instruction and administration, this team suggests to the County as an outcome of this workshop the following:

GOAL:

The exploration of the feasibility for and/or the implementation of the teamwork approach to pupil personnel services in Orange County Public Schools.

We recognize, and this workshop has emphasized, the necessity for adequate, dynamic leadership. Therefore, it is recommended as:

OBJECTIVE I.

Examination by the County the need for providing leadership that will unify and coordinate pupil personnel services in the Orange County Public Schools.

The remaining objectives have been undertaken by participants as follows.

OBJECTIVE II.

The utilization of the team approach in selected schools, this objective to be implemented as pilot programs in the elementary, junior high and senior high schools represented by the participants: Boone High, Winter Park High, Glenridge Junior High, Stonewall Jackson Junior High, and Dover Shores Elementary Schools.

In the implementation of this objective, it is proposed that inservice training be employed in the selected schools (a) to facilitate program effectiveness, and (b) to develop sensitivity for the teamwork approach by other school personnel.

OBJECTIVE III.

Greater involvement of community resources and agencies in improving pupil personnel services. This objective will be implemented in the several pilot schools by the principals or chairmen of the guidance committees together with the supervisor of guidance from the County level.

OBJECTIVE IV.

The evaluation of the program to determine the extent to which the pilot programs have been effective. This is to be accomplished at the end of the year by survey of all participants to form the basis of recommendation to the County administration for future program development.

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Palm Beach County Pupil Personnel Services Committee

Summer Workshop - Clearwater, Florida
June 25-29, 1968

PLAN OF ACTION

The plans for next year involve five phases

I. The information and effective implementation of a county-wide Pupil Personnel Services Steering Committee (advisory committee). The County Steering Committee will serve as an advisory committee. The makeup of the committee and its primary functions are listed below:

County Steering Committee Representation

1. Guidance
2. Casework
3. Psychology
4. Reading
5. Health
6. Group Testing
7. Administration
8. Curriculum
9. Community
10. Students

County Steering Committee Functions

1. Policy Making
2. Long Range Planning
3. Identification of Needs
4. Determination of Priorities
5. Making Recommendations and Referrals to Other Departments and Agencies
6. Arranging for Program Follow-up and Evaluation

II. The initiation and implementation of two area Pupil Personnel Steering Committees. The basic functions of the area Steering Committee will be the same as for the county-wide committee except that the focus will be on planning and policy making for the specific geographic areas (north county or south county) which they serve. The makeup of the area steering committees and the primary functions are included below:

Area Steering Committee Representation

1. Guidance
2. Casework
3. Psychology

4. Reading
5. Health
6. Group Testing
7. Administration
8. Curriculum
9. Community
10. Students

Area Steering Committee Functions

1. Policy Making
2. Long Range Planning
3. Identification of Needs
4. Determination of Priorities
5. Making Recommendations and Referrals to Other Departments and Agencies
6. Arranging for Program Follow-up and Evaluation

III. The development and implementation of local Pupil Personnel Steering Committees in the remaining sixty or so elementary schools in the county. Pupil Personnel Steering Committees are now functioning in seven elementary schools. Several other elementary schools have indicated their desire to organize steering committees during the 1968-69 school year. The plan for the 1968-69 school year will be to proceed with the initiation and implementation of committees in as many elementary schools as possible with the amount of staff time available. The makeup of the local school Pupil Personnel Steering Committees and the primary functions are provided below:

Local Elementary School Steering Committee Representation

1. Administration
2. Counselor
3. Curriculum
4. Psychology
5. Caseworker
6. Area Administration
7. County Program - Pupil Service Specialists
8. Reading Teacher
9. Special Education
10. Community
11. Students

Functions of Local Elementary School Steering Committees

1. Policy making for local school programs
2. Long range planning for local school programs
3. Identification of needs of local school programs
4. Determination of local priorities
5. Making recommendations and

referrals to other departments and agencies
6. Arranging for program follow-up
and evaluation

IV. Continue the plan of establishing Pupil Personnel Staffing Teams in each of the remaining sixty elementary schools in the county. Staffing teams are now functioning in about six elementary schools. Staffing teams will be initiated in additional elementary schools as the schools staffs in additional schools indicate their desire to implement this addition to their program. The makeup of the local elementary school staffing team and the functions of the team are included below:

Staffing Team Representation

1. Administration
2. Curriculum
3. Counseling
4. Psychology
5. Casework
6. Health
7. Community

Staffing Team Function

1. Intake
2. Assessment and Information Gathering
3. Decision Making and Case Planning
4. Implementation of Case Plans
5. Follow-up and Evaluation

V. Implement the concept of pupil personnel teaming in at least one kindergarten through grade twelve feeder school area (which would include a senior high school and all of the feeder elementary and junior high schools). This pilot project would involve establishing Pupil Personnel Steering Committees and Staffing Teams in each of the schools in the entire feeder area. It would also involve the development of one over-all Pupil Personnel Steering Committee which would serve the entire feeder area initiated .

The long-range plan is to implement this concept in all schools K-12 throughout the system as staff time becomes available. The implementation of the total program shall be initiated through the office of Director of Pupil Personnel Services.

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Pinellas County Pupil Personnel Services Committee
Summer Workshop - Clearwater, Florida
June 25-29, 1968

GOAL:

The Guidance function in its broadest aspect should include a team of pupil service personnel who support the instructional function and who coordinate their efforts in enhancing the learning process.

OBJECTIVES:

I. Develop greater understanding of and sensitivity to pupil personnel services on the part of teachers and administrators.
II. Develop a closer relationship among the disciplines within pupil personnel services.
III. Involve principals, teachers, and specialist personnel as important members of the team.
IV. Expand pupil personnel services to include a resident pupil personnel worker in the elementary school.
V. Develop an understanding of community resources and implement their use and involvement within the school.
VI. Acquaint parents with the team approach to pupil personnel services.
VII. Broader articulation among the various levels and departments within the framework of the school system.

IMPLEMENTATION:

I. Elementary principals in-service meeting with Dr. Patouillet.
II. Planned periodic inter-visitation to staff meetings among pupil personnel disciplines.
III. Develop inter-disciplinary visitation.
IV. Bring pupil personnel specialists together for in-service meetings under the direction of an expert from outside the county.
V. (District) Have small group meetings with principals, teachers, and specialist personnel during the year.
VI. Develop an exemplary pupil personnel services program to serve as a model for other schools within the county

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Polk County Pupil Personnel Services Committee
Summer Workshop - Clearwater, Florida
June 25-29, 1968

OBSERVATIONS:

In attempting to assess pupil personnel services in Polk County schools, it is evident that the team approach is presently operating within some schools; however, it is increasingly evident that more organization and more formalized implementation would make pupil personnel services more consistently effective to the individual child.

GOALS:

Organization of pupil personnel services on the following levels:

1. County
2. Area or district
   (a) Elementary level
   (b) Junior high level
   (c) Senior high level
3. Individual school

OBJECTIVES FOR IMPLEMENTATION:

1. Coordinate pupil personnel services with a pupil personnel director at the county level.

2. Implement pupil personnel services in the following broad classifications:
   (a) Guidance
   (b) Testing
   (c) Psychological Services
   (d) Health Services
   (e) Social Work - Visiting Teacher - Attendance

IMMEDIATE GOAL

Implement a pilot program of pupil personnel service teams for 1968-69 in two school areas or districts (Kathleen and Haines City) as a basis for in-service training, evaluation, and future county-wide implementation of the team approach.

The group members presently attending this workshop shall be active participants in formulating organizational plans in August, 1968 for implementing the pilot program and making long range plans for the team approach in Polk County. At all times, appropriate supplementary personnel from within the school and from the community shall be invited to participate in the team effort of pupil personnel services.

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Putnam County Pupil Personnel Services Committee
Summer Workshop - Clearwater, Florida
June 25-29, 1968

GOALS AND OBJECTIVES

A. Make our present informal, implicit team operation more explicit and effective by:
   1. Dissemination of definition of specialist's role and function
   2. Provide for more inter-disciplinary staff meetings and case conferences
   3. Emphasize the school counselor as the "Resident Pupil Personnel Services Staff Member" and use him as coordinator for referrals and case conferences.

B. Improve the present working relationship with Juvenile Counselor and Public Health Staff by:
   1. "Orientation Meeting" in Fall
   2. Initiate more contacts on individual cases with these persons

C. Move from problem centered focus to primary prevention model by:
   1. Emphasis on Developmental Group Guidance
   2. Follow-up studies of graduates and dropouts
   3. Research into causative and influencing factors for positive and negative development

D. More use of Psychological Consultant for in-service with school personnel

E. Obtain more Pupil Personnel Services staff in all areas of service (long-range)

F. Decentralize staff into school centers (long-range)
G. Develop more effective evaluation of services employing enumerative and opinion techniques

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Sarasota County Pupil Personnel Services Committee
Summer Workshop - Clearwater, Florida
June 25-29, 1968

GOALS:

1. Implement pupil services to help children develop to their maximum potential academically, socially, emotionally and physically.
2. Establish open lines of communication among all pupil services, school personnel and community.

OBJECTIVES:

1. To make more effective use of all school personnel.
2. To provide an environment, in the schools, for academic and mental health growth.
3. To make more effective use of community agencies and their personnel.
4. To develop maximum utilization of competencies of the professional staff.
5. To increase community understanding of pupil services.

MEANS:

1. Create a steering committee composed of persons who attended the Pupil Personnel Services Workshop and other key persons to guide the team approach to pupil services in Sarasota County.
2. Plan a pre-school workshop with pupil services personnel, counselors, and the Council of Social Agencies for purposes of information and planning.
3. Work out a calendar of meetings for all pupil services personnel and related sub-groups.
4. Make use of the team approach for case studies and provide services recommended.
    a. The basic team in school is: guidance counselor, principal, teacher or teachers. Specialists and other personnel may be included as needed for the effective study of individual children.
    b. Team members may include: social worker, visiting teacher, psychologist, nurse, health coordinator, special area teachers, supervisor, juvenile court counselor, physician, family service, guidance center personnel, child welfare, clergy, vocational rehabilitation, youth employment personnel, paraprofessionals, non-certificated persons, parents and others.
5. Designate the guidance counselor as the resident pupil personnel worker to implement plans for the staffing team.
6. Encourage evaluation of the team approach by means of follow-up and research.

7. Describe the functions (role) of each pupil service area.
8. Develop an organizational chart of all pupil services.

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Seminole County Pupil Personnel Services Committee

Summer Workshop - Clearwater, Florida
June 25-29, 1968

Plan of Action for implementing a Team Approach to Guidance in both elementary and secondary schools.

I. Beginning with available facilities and personnel our plans will be based largely upon upgrading the present program with specific emphasis on the team approach.

II. Initially we will try to influence the county staff so that these facilities will be organized into a supportive orientation of all county instructional personnel.

III. Secondly, we will recommend the establishment of a pilot study program to involve representative schools.

IV. The results of the pilot study should be an answer as to how the team approach to problems can best be used in a small county situation

DEVELOPING A TEAM APPROACH TO PUPIL SERVICES

Report of Volusia County Pupil Personnel Services Committee

Summer Workshop - Clearwater, Florida
June 25-29, 1968

I. STEPS IN PLANNING

a. Identification of the various services for pupils available through the school system, other public agencies, and private agencies.
b. Identification of the sources of support for the various services, source of support, and problems encountered in using the services.

Conclusions: Although there are many gaps in services and many services are understaffed, there is a great variety of services available. However, poor communication leads to poor use of some services, to overlap and conflicting procedures. Better communication and more cooperation could be provided through better organization.

II. RECOMMENDATIONS FOR ORGANIZATION OF SERVICES

A. Pull all pupil services together in one department.
B. Divide countywide pupil service personnel into area teams (probably four areas). Area teams would also include pupil services personnel from the schools of the area.
C. Itinerant personnel should be assigned specific schools, and should arrange to visit the schools on a regular basis as well as responding to referrals and emergency calls. Area meetings of pupil services personnel should be held frequently.

D. Written guidelines should be drawn up for all services.

E. In each school, the Guidance Committees should be broadened to become a "Pupil Services Committee," and should include in-school personnel who are involved in pupil services, as will itinerant pupil service personnel who serve the school.

III. ADDITIONAL PERSONNEL NEEDS

A. Coordinator for each area.

B. Counselors (resident pupil personnel coordinator) to serve each elementary school.

C. Social workers or case workers (perhaps with additional training and supervision, the attendance assistants and home school liaison teachers can serve this function).

D. More nursing and other health services.

E. More clerical and "non-Baccalaureate" personnel to assist professionals.

F. In-service education for all personnel to increase their skills and competencies.